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ABSTRACT

This document reports on the current status of school finance and the trends affecting the efforts of the organized teaching profession to secure adequate funds for public education. Numerous statistical tables and narrative reports are grouped under four sections dealing with (1) dimensions of formal education, which includes enrollment, and demographic and comparative data; (2) employment in the schools, which covers the characteristics, qualifications, supply, and training of professional personnel; (3) expenditures, which highlights federal support, legislative proposals for 1974, and school finance model systems; and (4) revenue, which includes tax data, information on bond elections, and a review of court decisions. Information is provided for elementary, secondary, and college levels. A related document is ED 066 802. (Author/EA)

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Research Report 1973-R4

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FOREWORD

This is the 10th annual report on the current status of school finance and the trends affecting the efforts of the organized teaching profession to secure adequate funds for public education. During the 10-year span in which this report has been published, public education has witnessed many changes that directly affect school finance.

This was the second year of decline in public-school enrollment: in 1972-73 enrollment declined by 66,000 from the previous year and declined 73,000 from 1970-71. This year's loss is the net result of a decrease of 297,000 elementary-school pupils, partially offset by an increase of 231,000 secondary students. Over the past 10 years the total number of students increased from 41.0 million to 45.8 million. A more significant change has been in the growth of secondary-school students, an increase of 3.9 million compared with a 400,000 increase at the elementary level. Private-school enrollments which were at their peak of 6.3 million 10 years ago, are now 5.2 million. Increases in enrollment in higher education have also leveled off to the lowest gain since the early 1950's.

The past decade has also seen an increase in the number of classroom teachers from 1.5 million to 2.1 million. In 1972-73, 14,000 new teachers were added—a new low in gain for the decade. Average salaries paid these teachers increased $409 or 4.2 percent over the 1971-72 level. However, inflation reduced the value of these dollars 0.2 percent below their 1971-72 worth. In 10 years, average salaries increased nearly 70 percent from $5,995 in 1963-64 to $10,114 in 1972-73. The gain in purchasing power was less than 20 percent.

Total current expenditures for elementary and secondary education were estimated at $43.7 billion in 1972-73. (In the 10 years that this report has been issued, current expenditures have increased 154 percent.) Per-pupil expenditures rose from $460 to $1,034, of which $64 represents the 1972-73 increment. Capital outlay expenditures of $4.7 billion in 1972-73 bring the total for the decade to $40.6 billion.

Federal, state, and local shares of revenue to support public education have changed only slightly since this report was first issued. The federal share increased from 4.4 percent in 1963-64 to 7.8 percent in 1972-73, primarily because of the passage of the Elementary and Secondary Education Act of 1965. In 10 years the state share of revenue increased only 1.7 percentage points to 41.0 percent for the current year. Local revenue sources continue to be the primary source of education funds. Ten years ago they provided 56.4 percent of all revenue; now they provide 51.2 percent. Because school districts raise over 90 percent of their revenue from local property taxes, there has been a continuing pressure to relieve the property tax burden on elderly and low-income taxpayers. For the first time this report includes information on what action states are taking to provide this relief.

Many important court decisions have also affected the financing of schools. Decisions relating to desegregation, aid to nonpublic schools, tax limitation laws, and bond issue voting requirements have all been reported in recent years. The succession of court cases challenging the present operation of local property taxes for school finance has precipitated public debate on financial responsibility for schools. In spite of the Supreme Court decision upholding present financing schemes, cases in state courts based upon state constitutional provisions are not affected. In addition, governors and legislatures in many states have increased their efforts to restructure educational finance to provide equity in revenue raising and equal opportunity in expenditures.

This report is the work of Peter D. Veillette and Arthuryne J. Taylor under the direction of Jean M. Flanigan, Project Director.

Jean M. Flanigan
School Finance and Legislative Research

DIMENSIONS OF FORMAL EDUCATION

IN FALL 1972, 60.2 million pupils were enrolled in the regular schools, public and private, at all grade levels. All full- and part-time workers in the schools were estimated at 6.4 million, 4.0 million of which were teachers, administrators, or other professional staff. The total expenditures of the regular schools are estimated at $89.5 billion for the school year 1972-73.

Pupils

Enrollment in the regular schools totaled 49.3 million in 1962. By fall 1972, enrollment increased by 10.9 million, or 22.1 percent, to 60.2 million. Total enrollment is expected to decline by 1.3 million, or 2.2 percent, to 58.9 million by fall 1977.

In the past 10 years the largest percentage gains in enrollment have been in higher education and in the public sector as shown in Table 1.

Enrollments in the public institutions of higher education have more than doubled, increasing 150.0 percent from fall 1962 to fall 1972. The largest increase in numbers enrolled has been in the public elementary and secondary schools where enrollments climbed 7.1 million from 38.7 million in fall 1962 to 45.8 million by fall 1972.

The enrollments cited above are mainly those in the regular school programs leading to diplomas or degrees. Hence, the figures understate the involvement of the total population in education and work-related training and retraining. These include nursery school and some Head Start programs, adult education programs, post-high-school subcollegiate vocational training, Job Corps training, apprentice programs, and inservice training programs for employees. Other types of enrollment not included are those in residential schools for exceptional children, elementary and secondary schools associated with institutions of higher education, and some federally operated schools on reservations and installations. Enrollments in special schools, such as trade schools and business colleges, which are not reported as enrollments in regular schools, totaled 1.5 million according to the fall 1970 enrollment survey of the U.S. Bureau of the Census.[1]

Projected changes in enrollment between fall 1972 and fall 1977 reflect the progress through high school and college of children born in the late 1950's to early 1960's. Enrollments in higher education increased rapidly from 1962 to 1971. During that time the percent of 18- to 21-year-olds enrolled increased from 40.6 percent to 60.3 percent. However, the percent enrolled in 1972 was only 59.9 indicating a moderation in the trend.

TABLE 1.–SCHOOL ENROLLMENT, 1962 AND 1972, PROJECTIONS AND PERCENTS OF INCREASE

Level	Fall enrollment (in millions)			Percent increase	
	1962	1972	Projections 1977	1962 to 1972	1972 to 1977
1	2	3	4	5	6
Public elementary and secondary	38.7	45.8[a]	44.3	18.3	−2.8
Private elementary and secondary ...	6.1	5.2[b]	4.6	−14.8	−12.1
Public higher education	2.8	7.0	7.7[a]	150.0	10.0
Private higher education	1.7	2.2	2.3[a]	29.4	4.5
TOTAL	49.3	60.2	58.9	22.1	−2.2

SOURCES:

U.S. Department of Health, Education, and Welfare, Office of Education. *Projections of Educational Statistics to 1980-81.* 1971 edition. Washington, D.C.: Government Printing Office, 1972.

U.S. Office of Education, National Center for Educational Statistics, Pre-publication Release, preliminary data, December 1972.

[a]NEA Research estimate.

[b]U.S.O.E. projections. Actual data are not available.

Projections to 1977 show a 10 percent increase in the number enrolled in higher education. Public elementary- and secondary-school enrollments are expected to decrease by 1.5 million, or 2.8 percent, by fall 1977 with a loss of 1.9 million forecast for elementary grades and a gain of 0.4 million for secondary grades.

The enrollment forecast for the late 1970's may exceed current projections because of the increase in kindergarten attendance for 4- and 5-year-olds, and transfer of pupils from private to public schools. Public nursery schools for 3- and 4-year-olds are attracting public support in a renewed wave of interest in early childhood education.

Population

The total population of the United States, including the armed forces overseas, increased 22.3 million from 186,537,000 in July 1962 to 208,839,000 by July 1972. By December 1972 the total population was estimated at 209,578,000 and is expected to reach 217,745,000 (Series E) in 1977 for a total gain of 8.9 million persons in five years. Recent experience is close to the forecasts of the slower growth E series.

The school-age population (5 to 17 years of age) increased 11.1 percent from 46,653,000 in July 1962 to 51,822,000 in July 1972. By 1977 the population 5-17 is expected to decline 6.4 percent according to the E series of the U. S. Bureau of the Census.

The population of college age (18 to 24 years of age), which increased 46.9 percent from 17,701,000 in July 1962 to 26,005,000 in July 1972, is projected to increase a moderate 11.2 percent to 28,921,000 by 1977.

The population under 5 years of age—the preschool age group—declined from 20,448,000 in July 1962 to 17,242,000 in July 1972. The Census projects that this age group will decrease to 16,857,000 (Series E) by 1977. A summary of the population by age groups is shown in Table 2. The actual annual number of births is running close to the E series.

Table 3 shows by state the resident population (not including armed forces overseas) for 1962 and 1972.

Projections of the population of states for 1975, 1980, and 1985 are given in Table 4. For the 1975-80 interval, New England, the Southwest, the Rocky Mountain, and the Far West regions all show a growth rate that is faster than average. From 1980 to 1985, the same regions plus the Mideast show above average growth.

Table 5 shows the estimates of births for the years ending June 30 since 1950 and the projections of births to 1977. In 1965, the number of births fell below the 4 million mark for the first time since 1953. Births continued to decrease until 1969 when the number born increased. Recent monthly figures indicate a sharp decrease in number of births. It is likely that the number of births for the 12 months ending in June 1977, will be below the Series E projections.

Stable Migration

U.S. Bureau of the Census studies of migration since 1948 show that the annual variation in the rate has been small, ranging between 17.9 and 21.0 percent. From March 1970 to March 1971, 17.9 percent of the total population moved. The migration rates shown in Table 6 indicate low levels of migration for all but the youngest segment of the elementary- and secondary-school age groups and a rather high rate for the college and young adult group.

Illiteracy

The illiteracy rate in the United States was reduced by more than 50 percent during the decade ending in 1969. In 1959 about 1 person in 45 was illiterate. By 1969 this ratio was reduced to 1 in 100. Numerically, this resulted in a reduction from 2.6 million to 1.4 million persons classified as illiterate, that is, unable to read and write a simple statement in English or any other language. To a great extent this reduction in illiteracy is due to the replacement of persons over 64 years old with a relatively high illiteracy rate, by persons in the 14

TABLE 2.—POPULATION BY AGE GROUP, 1962 AND 1972, AND PROJECTIONS FOR 1977 (in thousands)

Age group	July 1962	July 1972	Projections, 1977, Series E
1	2	3	4
Under 5 years	20,448	17,242	16,857
5–17	46,653	51,822	48,528[a]
18–24	17,701	26,005	28,921[a]
25–34	22,478	27,353	33,529
35–44	24,530	22,773	23,413
45–64	37,251	42,695	43,583
65 and over	17,476	20,949	22,916
TOTAL	186,537	208,839	217,745

SOURCE:

U.S. Department of Commerce, Bureau of the Census. *Projections of the Population of the United States by Age and Sex 1972 to 2020.* Current Population Reports, Series P-25, No. 493. Washington, D.C.: Government Printing Office, December 1972.

[a]NEA Research Estimate.

TABLE 3.—TOTAL POPULATION OF STATES, 1962 AND 1972 (in thousands)

State and region	July 1, 1962	July 1, 1972	Percent change, 1962 to 1972
1	2	3	4
UNITED STATES	185,822[a]	208,232[a]	12.1
NEW ENGLAND	10,678	12,099	13.3
Connecticut	2,625	3,082	17.4
Maine	978	1,029	5.2
Massachusetts	5,188	5,787	11.5
New Hampshire	622	771	24.0
Rhode Island	878	968	10.3
Vermont	387	462	19.4
MIDEAST	39,726	43,064	8.4
Delaware	467	565	21.0
District of Columbia	789	748	−5.2
Maryland	3,233	4,056	25.5
New Jersey	6,357	7,367	15.9
New York	17,498	18,366	5.0
Pennsylvania	11,382	11,962	5.1
SOUTHEAST	40,240	45,204	12.3
Alabama	3,317	3,510	5.8
Arkansas	1,842	1,978	7.4
Florida	5,434	7,259	33.6
Georgia	4,083	4,720	15.6
Kentucky	3,084	3,299	7.0
Louisiana	3,371	3,720	10.4
Mississippi	2,261	2,263	0.1
North Carolina	4,704	5,214	10.8
South Carolina	2,448	2,665	8.9
Tennessee	3,652	4,031	10.4
Virginia	4,248	4,764	12.1
West Virginia	1,796	1,781	−0.8
GREAT LAKES	36,847	40,927	11.1
Illinois	10,098	11,251	11.4
Indiana	4,663	5,291	13.5
Michigan	8,029	9,082	13.1
Ohio	10,038	10,783	7.4
Wisconsin	4,019	4,520	12.5
PLAINS	15,566	16,626	6.8
Iowa	2,774	2,883	3.9
Kansas	2,215	2,258	1.9
Minnesota	3,461	3,896	12.6
Missouri	4,316	4,753	10.1
Nebraska	1,446	1,525	5.5
North Dakota	633	632	−0.2
South Dakota	721	679	−5.8
SOUTHWEST	15,053	17,293	14.9
Arizona	1,486	1,945	30.9
New Mexico	997	1,065	6.9
Oklahoma	2,448	2,634	7.6
Texas	10,122	11,649	15.1
ROCKY MOUNTAIN	4,580	5,303	15.8
Colorado	1,893	2,357	24.5
Idaho	700	756	8.0
Montana	697	719	3.2
Utah	958	1,126	17.5
Wyoming	332	345	3.9
FAR WEST	23,131	27,754	20.0
Alaska	242	325	34.3
California	17,029	20,468	20.2
Hawaii	693	809	16.7
Nevada	350	527	50.6
Oregon	1,807	2,182	20.8
Washington	3,010	3,443	14.4

SOURCES:

U.S. Department of Commerce, Bureau of the Census. *Estimates of the Population by Age, for States and Puerto Rico: July 1, 1962.* Series P-25, No. 280. Washington, D.C.: Government Printing Office, March 2, 1964. p. 4.

U.S. Department of Commerce, Bureau of the Census. *Estimates of the Population of States: July 1, 1971 and 1972.* Series P-25, No. 488. Washington, D.C.: Government Printing Office, September 1972. p. 2.

[a]Detail may not add to total because of rounding.

TABLE 4.–POPULATION BY STATE AND REGION, FOR SELECTED YEARS

State and region	Thousands of persons			Percent change		Percent of United States[a]	
	1975	1980	1985	1975-1980	1980-1985	1975	1985
1	2	3	4	5	6	7	8
UNITED STATES	214,883	226,934	239,329	5.6	5.5	100.0	100.0
NEW ENGLAND	12,534	13,253	13,997	5.7	5.6	5.8	5.8
Maine	1,003	1,016	1,031	1.3	1.5	0.5	0.4
New Hampshire	807	878	950	8.8	8.2	0.4	0.4
Vermont	474	504	535	6.3	6.2	0.2	0.2
Massachusetts	5,977	6,277	6,588	5.0	5.0	2.8	2.8
Rhode Island	985	1,027	1,068	4.3	4.0	0.5	0.4
Connecticut	3,288	3,551	3,825	8.0	7.7	1.5	1.6
MIDEAST	43,602	45,683	48,864	4.8	7.0	20.3	20.4
New York	18,964	19,789	20,660	4.4	4.4	8.8	8.6
New Jersey	7,725	8,300	8,906	7.4	7.3	3.6	3.7
Pennsylvania	11,964	12,157	13,364	1.6	9.9	5.6	5.6
Delaware	601	655	709	9.0	8.2	0.3	0.3
Maryland	4,348	4,782	5,225	10.0	9.3	2.0	2.2
District of Columbia	[b]	[b]	[b]	...	...	...	...
GREAT LAKES	42,415	44,674	47,042	5.3	5.3	19.7	19.7
Michigan	9,445	10,031	10,639	6.2	6.1	4.4	4.4
Ohio	11,152	11,675	12,218	4.7	4.7	5.2	5.1
Indiana	11,666	12,256	12,885	5.1	5.1	5.4	5.4
Illinois	5,483	5,782	6,093	5.5	5.4	2.6	2.5
Wisconsin	4,669	4,930	5,207	5.6	5.6	2.2	2.2
PLAINS	16,649	17,385	17,996	4.4	3.5	7.7	7.5
Minnesota	4,021	4,245	4,483	5.6	5.6	1.9	1.9
Iowa	2,861	2,908	2,962	1.6	1.9	1.3	1.2
Missouri	4,688	5,070	5,288	8.1	4.3	2.2	2.2
North Dakota	607	600	597	−1.2	−0.5	0.3	0.2
South Dakota	660	658	660	−0.3	0.3	0.3	0.3
Nebraska	1,525	1,570	1,620	3.0	3.2	0.7	0.7
Kansas	2,287	2,334	2,386	2.1	2.2	1.1	1.0
SOUTHEAST	45,895	48,015	50,126	4.6	4.4	21.4	20.9
Virginia	4,936	5,229	5,512	5.9	5.4	2.3	2.3
West Virginia	1,681	1,634	1,598	−2.8	−2.2	0.8	0.7
Kentucky	3,290	3,372	3,461	2.5	2.6	1.5	1.4
Tennessee	4,089	4,259	4,430	4.2	4.0	1.9	1.9
North Carolina	5,277	5,482	5,682	3.9	3.6	2.5	2.4
South Carolina	2,658	2,751	2,800	2.7	2.5	1.2	1.2
Georgia	4,887	5,191	5,494	6.2	5.8	2.3	2.3
Florida	7,557	8,280	8,980	10.0	8.5	3.5	3.8
Alabama	3,500	3,565	3,634	1.9	1.9	1.6	1.5
Mississippi	2,227	2,245	2,268	0.8	1.0	1.0	0.9
Louisiana	3,807	3,975	4,141	4.4	4.2	1.8	1.7
Arkansas	1,986	2,052	2,126	3.3	3.6	0.9	0.9
SOUTHWEST	17,697	18,851	20,015	6.5	6.2	8.2	8.4
Oklahoma	2,669	2,787	2,912	4.4	4.5	1.3	1.2
Texas	12,002	12,812	13,625	6.7	6.3	5.6	5.7
New Mexico	1,052	1,088	1,126	3.4	3.5	0.5	0.5
Arizona	1,974	2,164	2,352	9.6	8.7	0.9	1.0
ROCKY MOUNTAIN	5,346	5,694	6,050	6.5	6.3	2.5	2.5
Montana	706	721	739	2.1	2.5	0.3	0.3
Idaho	735	761	790	3.5	3.8	0.3	0.3
Wyoming	336	342	351	1.8	2.6	0.2	0.1
Colorado	2,423	2,636	2,848	8.8	8.0	1.1	1.2
Utah	1,146	1,234	1,322	7.7	7.1	0.5	0.6
FAR WEST	29,756	32,504	35,297	9.2	8.6	13.8	14.7
Washington	3,682	3,958	4,236	7.5	7.0	1.7	1.8
Oregon	2,257	2,421	2,591	7.3	7.0	1.1	1.1
Nevada	584	673	759	15.2	12.8	0.3	0.3
California	22,077	24,226	26,429	9.7	9.1	10.3	11.0
Alaska	328	352	374	7.3	6.3	0.2	0.2
Hawaii	828	874	908	5.6	3.9	0.4	0.4

SOURCE:

U.S. Department of Commerce. *Preliminary Projections of the Population of States: 1975 to 1990.* Series P-25, No. 477. Washington, D.C.: Government Printing Office, March 1972. p. 5.

[a]Detail may not add to totals because of rounding.

[b]Projections for the District of Columbia are not shown separately, but the figures are included in the total for the United States.

TABLE 5.–ESTIMATES OF BIRTHS (in thousands) FOR 1950-1972 AND PROJECTIONS TO 1977

Year ending June 30	Estimated number	Series E projection	Series F projection
1	2	3	4
1950	3,638	...	...
1951	3,771	...	...
1952	3,859	...	...
1953	3,951	...	...
1954	4,045	...	...
1955	4,119	...	...
1956	4,167	...	...
1957	4,312	...	...
1958	4,313	...	...
1959	4,298	...	...
1960	4,279	...	...
1961	4,350	...	...
1962	4,259	...	...
1963	4,185	...	...
1964	4,119	...	...
1965	3,940	...	...
1966	3,716	...	...
1967	3,608	...	...
1968	3,520	...	...
1969	3,567	...	...
1970	3,660	...	...
1971	3,705	...	...
1972	3,407	...	...
1973	...	3,242	3,112
1974	...	3,269	3,075
1975	...	3,401	3,168
1976	...	3,529	3,255
1977	...	3,654	3,339

SOURCES:

U.S. Department of Commerce, Bureau of the Census. *Estimates of the Population of the United States and Components of Change: 1940 to 1972.* Series P-25, No. 481. Washington, D.C.: Government Printing Office, April 1972. p. 9.

U.S. Department of Commerce, Bureau of the Census. *Projections of the Population of the United States by Age and Sex: 1972 to 2020.* Series P-25, No. 493. Washington, D.C.: Government Printing Office, December 1972. p. 12.

TABLE 6.–MIGRATION RATES, MARCH 1970 TO MARCH 1971, BY AGE GROUP

Age group (years)	Total	Same county	Different county	
			Same state	Different state
1	2	3	4	5
5 and 6	19.9	12.7	3.3	3.8
7 to 13	15.1	9.6	2.4	3.2
14 to 17	12.5	8.2	2.1	2.1
18 to 19	23.7	16.0	3.7	4.0
20 to 24	41.2	24.7	7.9	8.6
All ages	17.9	11.4	3.1	3.4

SOURCE:

U.S. Department of Commerce, Bureau of the Census. *Mobility of the Population of the United States, March 1970 to March 1971.* Current Population Reports, Series P-20, No. 235. Washington, D.C.: Government Printing Office, April 1972. p. 12.

to 64 year age group who have completed more years of school. See Table 7.

Propensity To Attend School

In October 1972, more than 99 percent of the school-age population age 7 to 13 years were enrolled in public or private regular schools. Table 8 shows the trend in the enrollment ratios of the civilian noninstitutional population.

Over the years since 1950 the greatest enrollment gains have been made in the youngest and oldest age groups:

Enrollment of 5- and 6-year-olds in kindergarten and elementary school increased from 74.4 percent of the population in 1950 to 91.9 percent in 1972.

Enrollment of 7- to 13-year-olds increased from 98.7 percent in 1950 to 99.2 percent in 1972.

Enrollment of 14- to 17-year-olds increased from 83.3 percent in 1950 to 93.3 percent in 1972.

TABLE 7.–PERCENT OF PERSONS 14 YEARS OLD AND OVER ILLITERATE, BY AGE, RACE, AND SEX: NOVEMBER 1969
(Civilian noninstitutional population)

Age and race	Both sexes	Male	Female
1	2	3	4
ALL RACES			
Total, 14 years and over	1.0	1.1	1.0
14 and 15 years	0.3	0.3	0.2
16 to 24 years	0.3	0.3	0.2
25 to 44 years	0.5	0.5	0.5
45 to 64 years	1.1	1.3	0.9
65 years and over	3.5	3.4	3.5
WHITE			
Total, 14 years and over	0.7	0.7	0.7
14 and 15 years	0.3	0.4	0.2
16 to 24 years	0.2	0.3	0.2
25 to 44 years	0.4	0.4	0.5
45 to 64 years	0.7	0.8	0.6
65 years and over	2.3	2.1	2.4
NEGRO			
Total, 14 years and over	3.6	4.3	2.9
14 and 15 years	...	...	...
16 to 24 years	0.6	0.8	0.4
25 to 44 years	1.3	2.1	0.6
45 to 64 years	5.5	7.4	4.0
65 years and over	16.7	17.2	16.2

SOURCE:

U.S. Department of Commerce, Bureau of the Census. *Illiteracy in the United States: November 1969.* Current Population Reports, Series P-20, No. 217. Washington, D.C.: Government Printing Office, March 10, 1971. p. 2.

Enrollment of 18- and 19-year-olds increased from 29.4 percent in 1950 to 46.3 percent in 1972.

The number of youth 5-17 years old not enrolled in school has decreased in recent years despite an increase in the population of the age group. In 1960, 2,752,000 youth 5-17 in a population of 44,189,000 were not enrolled in school. By 1965, 2,426,000 youth in a population of 49,995,000 were not enrolled. In October 1972, an estimated 1,876,000 youth in the 5-17 population of 51,389,000 were not enrolled. Of the number not in school, 557,000 were 5 to 6 years old, 227,000 were 7 to 13 years old, and 1,092,000 were 14 to 17 years old.

If the enrollment-population ratio for the youngest and oldest segments of the school-age group had been at 99.2 percent in fall 1972, school enrollment would have been larger by an estimated 1.6 million pupils—553,000 more 5- and 6-year-olds in kindergarten and elementary school and 1,083,000 more 14- to 17-year-olds.

There is an accumulation of young adults in the population who have left school prior to high-school graduation. The Bureau of the Census has estimated that 4,967,000 young adults 14 to 24 years of age were not high-school graduates and were not enrolled in school in 1972. Many of these young adults could return to school to complete high school.

TABLE 8.—PERCENT OF SCHOOL-AGE POPULATION ENROLLED IN REGULAR SCHOOLS, OCTOBER 1950 TO OCTOBER 1972

Year	Age groups						
	3-4	5-6	7-13	14-17	18-19	20-21	22-24
1	2	3	4	5	6	7	8
1950	[a]	74.4	98.7	83.3	29.4	(—— 9.0 ——)	
1960	[a]	80.7	99.5	90.3	38.4	(—— 13.1 ——)	
1964	9.5	83.7	99.0	93.1	41.6	26.3	9.9
1965	10.6	84.9	99.4	93.2	46.3	27.6	13.2
1966	12.5	85.8	99.3	93.7	47.2	29.9	13.2
1967	14.2	87.4	99.3	93.7	47.6	33.3	13.6
1968	15.7	87.6	99.1	94.2	50.4	31.2	13.8
1969	16.1	88.4	99.2	94.0	50.2	34.1	15.4
1970	20.5	89.5	99.2	94.1	47.7	31.9	14.9
1971	21.2	91.6	99.1	94.5	49.2	32.2	15.4
1972	24.4	91.9	99.2	93.3	46.3	31.4	14.8

SOURCES:

U.S. Department of Commerce, Bureau of the Census. *School Enrollment: October 1966, 1967, 1968, 1969,* and *1970.* Current Population Reports, Series P-20, Nos. 167, 190, 206, and 222. Washington, D.C.: Government Printing Office.

U.S. Department of Commerce, Bureau of the Census. *School Enrollment in the United States: 1971, 1972.* (Advance data) Current Population Reports, Series P-20, Nos. 234 and 247. Washington, D.C.: Government Printing Office.

[a]Figures for years prior to 1964 did not include pupils enrolled in nursery school.

TABLE 9.—COLLEGE ENROLLMENT, 1962 to 1972

Fall of school year	College enrollment	Index, 1962 = 100
1	2	3
1962	4,404,000	100
1963	4,766,000	108
1964	5,280,000	120
1965	5,921,000	134
1966	6,390,000	145
1967	6,912,000	157
1968	7,513,000	171
1969	8,094,000	184
1970	8,581,000	195
1971	9,025,032	205
1972	9,204,156	209

SOURCES:

U.S. Department of Health, Education, and Welfare, Office of Education. *Projections of Educational Statistics to 1980-81.* Washington, D.C.: Government Printing Office, 1972. p. 23.

U.S. Office of Education, National Center for Educational Statistics, Pre-publication Release, preliminary data, December 1972.

College Enrollment

College enrollments, comprising degree and nondegree students, resident and extension, exceeded 9.2 million in fall 1972 according to preliminary data of the U. S. Office of Education. College enrollments have more than doubled since 1962, as shown by the figures in Table 9.

Private Schools

Until the late 1950's, enrollments in private elementary and secondary schools increased proportionately faster than enrollment in the public schools (Table 10). The private-school share of total enrollments rose from 11.3 percent in fall 1952 to 14.9 percent by fall 1959. Since 1959, the percentage has decreased to an estimated 10.3. Between fall 1965 and fall 1972, private elementary-school enrollment (grades K-8) decreased from 5,496,000 to 4,048,000, and private high-school enrollment (grades 9-12) decreased from 1,457,000 to 1,155,000.

Enrollment in private colleges and universities has increased only moderately compared with fast growth in the public institutions. The figures below show the trend in the percents that enrollments (for degree credit only) in private institutions are of total enrollments in all institutions of higher education.

	Percentage of total enrollment
Fall 1960	40.9
Fall 1965	34.4
Fall 1970	26.8
Fall 1972	25.7
Fall 1977 (projected)	20.8

SOURCES:

U.S. Department of Health, Education, and Welfare, Office of Education. *Projections of Educational Statistics to 1980-81.* Washington, D.C.: Government Printing Office, 1972.

U.S. Office of Education, National Center for Educational Statistics, Pre-publication Release, preliminary data, December 1972.

Outlook

By fall 1977, the total enrollment at all levels of the regular schools is projected to 58.9 million, down 1.3 million from 60.2 million in fall 1972. This projected enrollment decline is the net effect of a decrease of 2.1 million elementary and secondary pupils partially offset by an increase of 800,000 college students.

TABLE 10.—PRIVATE-SCHOOL ENROLLMENTS AS PERCENT OF TOTAL PUBLIC AND PRIVATE ENROLLMENTS, 1952 TO 1972

Fall of year	K-8	9-12	K-12
1	2	3	4
1952	11.9	9.3	11.3
1953	12.6	9.2	11.7
1954	12.7	8.8	11.8
1955	13.4	9.8	12.6
1956	13.9	10.2	13.1
1957	15.9	10.0	14.3
1958	15.9	10.5	14.6
1959	16.1	10.9	14.9
1960	15.2	10.1	14.0
1961	14.7	10.4	13.7
1962	14.9	9.4	13.5
1963	15.3	10.1	13.9
1964	15.6	11.0	14.3
1965	15.3	11.2	14.2
1966	14.5	10.3	13.4
1967	14.1	9.4	12.8
1968	12.9	9.6	12.0
1969	12.3	7.9	11.1
1970	12.1	7.9	10.9
1971	11.6	7.4	10.4
1972	11.4	7.6	10.3

SOURCE:

Calculated from reports of the fall enrollment surveys: U.S. Department of Commerce, Bureau of the Census. Current Population Reports, Population Characteristics, Series P-20, Nos. 45, 52, 54, 66, 74, 80, 93, 101, 110, 117, 126, 129, 148, 161, 162, 167, 190, 199, 215, 234, and 247.

FOOTNOTE

[1] U. S. Department of Commerce, Bureau of the Census. *School Enrollment: October 1970.* Current Population Reports, Series P-20, No. 222. Washington, D.C.: Government Printing Office, 1971. p. 27.

EMPLOYMENT IN THE SCHOOLS

ALL FULL-AND PART-TIME EMPLOYEES in the regular schools at all levels of education totaled an estimated 6,390,000 in fall 1972, down 0.2 percent from last year's total of 6,400,000. In the public sector full- and part-time employment increased 0.4 percent from 5,501,000 in fall 1971, to 5,525,000 in fall 1972. Employment in private schools decreased from 895,000 in 1971, to 865,000 in 1972.

On a full-time equivalent basis, education provided an estimated 5.1 million jobs. Employees in the regular schools are 7.8 percent of the employed civilian labor force. These estimates do not account for many workers in the special community programs financed with federal funds, foundations, and other sources.

The total number of full- and part-time professional workers employed in the regular schools is estimated at 4 million, 75.0 percent of whom are in elementary and secondary schools and 25.0 percent in higher education.

Elementary- and Secondary-School Teachers

For the school year 1972-73 the instructional staff—classroom teachers, principals, supervisors, and others—is estimated at 2,350,233 on a full-time equivalent basis for public schools and 241,000 for private schools. While the figure for public schools is based on an annual survey by NEA Research, [1] the private-school staff is estimated by the U.S. Office of Education partially from bench-mark surveys of previous years.[2]

The number of pupils enrolled per instructional staff member in the public schools decreased from 24.5 in 1962-63 to 19.5 in 1972-73. The pupil-teacher ratio changed as follows: At the elementary level the ratio decreased from 29.3 in 1962-63 to 23.9 in 1972-73; at the secondary level the ratio, which was 22.9 in 1962-63, was 19.5 in 1972-73.

A comparable downtrend in the estimated staff ratios in private schools is reported by the U. S. Office of Education: At the elementary level the estimated ratio dropped from 32.8 in 1962-63 to 24.8 in 1972-73; at the secondary level the ratio dropped from 17.7 to 16.0.

Profile of the Public-School Teacher

In the spring of 1972, the average public-school teacher was 37 years of age; and had taught

TABLE 11.—THE AVERAGE PUBLIC-SCHOOL CLASSROOM TEACHER, SPRING 1972[a]

Item	All teachers	Elementary		Secondary		
		Total	Women	Total	Men	Women
1	2	3	4	5	6	7
Age (in years)	37	38	39	36	36	36
Years of experience	11	11	12	10	10	10
Years in system of present employment	8	8	8	7	7	7
Average number of pupils taught per day	137	27	27	135	132	139
Classes per day—departmentalized	5	6	6	5	5	5
Salary	$9,544	$9,259	$9,071	$9,854	$9,980	$9,605
Highest degree held						
None	2.1%	3.2%	3.9%	0.8%	1.2%	...
Bachelor's	68.3	75.9	78.3	59.9	57.1	65.4%
Master's	29.6	21.0	17.9	39.0	41.5	34.2
Doctor's	0.1	...	...	0.3	0.2	0.4

SOURCE:
National Education Association, Research Division. Annual Survey of Teachers, 1971-72.
[a]Based on a sample and subject to sampling variability.

TABLE 12.–GENERAL CONDITION OF TEACHER SUPPLY AND DEMAND AS REPORTED BY STATE DEPARTMENTS OF EDUCATION, 1967-1972

General condition of supply and demand	Number of states reporting as of fall					
	1967	1968	1969	1970	1971	1972
1	2	3	4	5	6	7
Substantial shortage of applicants	19	5	2	0	0	0
Some shortage of applicants	14	17	12	2	0	1
Shortage of applicants in some subject areas and excess in others	11	19	32	35	24	20
Sufficient applicants to fill positions	1	1	1	7	0	2
Some excess of applicants	0	0	2	1	11	9
Substantial excess of applicants	0	0	0	4	13	15
Valid appraisal not possible with present information	5	8	1	1	2	3

for 11 years, 8 of which were in the same school system. The elementary-school teacher taught an average of 27 pupils. The secondary-school teacher taught a total of 137 pupils daily in five class periods. All but 2.1 percent of the classroom teachers had at least a bachelor's degree. Table 11 gives the figures by sex and level of school.

Supply of Teachers[3]

In 1972, a record 324,099 persons completed preparation to enter teaching and related assignments with at least a bachelor's degree. This represented an increase of 6.0 percent over 1971. It is estimated that 243,201 of these graduates applied for teaching jobs. The number of beginning teachers needed in 1972-73 as projected from trends in the improvement of staffing in recent years (Adjusted Trend Criteria Estimate) is 88,200 elementary and 108,800 secondary teachers, a total of 197,000. This means that there were 24 percent more new teacher applicants than there were teaching positions available at current funding levels.

TABLE 13.–PERCENT OF TEACHERS BY HIGHEST DEGREE HELD AS INDICATED IN NEA RESEARCH SURVEYS,[a] SELECTED YEARS, 1961 TO 1972

Highest degree held	1961	1966	1967	1968	1969	1970	1971	1972
1	2	3	4	5	6	7	8	9
TOTAL								
No degree	14.6%	7.0%	6.1%	4.7%	4.5%	3.6%	2.6%	2.1%
Bachelor's degree	61.9	69.6	68.2	67.4	65.2	65.8	69.8	68.3
Master's degree	23.1	23.2	25.6	27.7	30.3	30.3	27.5	29.6
Doctor's degree	0.4	0.1	0.1	0.2	0.1	0.3	0.1	0.1
ELEMENTARY								
No degree	23.8	12.9	10.3	7.9	7.8	5.9	3.6	3.2
Bachelor's degree	62.2	71.4	72.9	73.2	71.1	72.0	78.7	75.9
Master's degree	13.9	15.7	16.8	18.9	21.1	21.9	17.8	21.0
Doctor's degree	0.1	...	...	...	...	0.2	...	...
SECONDARY								
No degree	2.3	0.6	1.5	1.4	1.1	1.2	1.6	0.8
Bachelor's degree	61.6	67.7	63.0	61.4	59.1	59.2	60.1	59.9
Master's degree	35.4	31.5	35.4	36.8	39.7	39.3	38.0	39.0
Doctor's degree	0.7	0.3	0.1	0.4	0.1	0.3	0.2	0.3

SOURCES:

Column 2 from: National Education Association, Research Division. *The American Public-School Teacher, 1960-61.* Research Monograph 1963-M2. Washington, D.C.: the Association, April 1963. p. 91.

Column 3 from: National Education Association, Research Division. *The American Public-School Teacher, 1965-66.* Washington, D.C.: the Association, 1967. p. 71.

Columns 4, 5, 6, 7, 8, and 9 from unpublished data from Nationwide Teacher Opinion Survey, 1966-67, 1967-68, 1968-69, 1969-70, 1970-71, and 1971-72.

[a]Based on sample surveys and subject to sampling variability.

TABLE 14.–AVERAGE SALARIES OF INSTRUCTIONAL STAFF, 1962-63 AND 1972-73

State	1962-63			1972-73			Percent change, 1963 to 1973
	Amount	Rank	Percent of U.S. average	Amount	Rank	Percent of U.S. average	
1	2	3	4	5	6	7	8
U.S. Average	$5,921	...	100.0	$10,643	...	100.0	79.8
Alabama	4,100	48	69.2	8,262	44	77.6	101.5
Alaska	7,517	1	127.0	15,176	1	142.6	101.9
Arizona	6,400	10	108.1	10,863	16	102.1	69.7
Arkansas	3,773	49	63.7	7,613	49	71.5	101.8
California	7,400	2	125.0	12,700	3	119.3	71.6
Colorado	5,750	24	97.1	10,280	21	96.6	78.8
Connecticut	6,757	4	114.1	11,200	9	105.2	65.8
Delaware	6,450	7	108.9	11,100	12	104.3	72.1
Florida	5,647	25	95.4	9,740	26	91.5	72.5
Georgia	4,707	41	79.5	8,644	38	81.2	83.6
Hawaii	6,070	17	102.5	10,900[a]	15	102.4	79.6
Idaho	4,925	38	83.2	8,058	47	75.7	63.6
Illinois	6,535	5	110.4	11,564	7	108.7	77.0
Indiana	6,219	12	105.0	10,300	20	96.8	65.6
Iowa	5,312	29	89.7	10,564	19	99.3	98.9
Kansas	5,238	33	88.5	8,839	37	83.0	68.7
Kentucky	4,531	42	76.5	8,150	46	76.6	79.9
Louisiana	5,250	31	88.7	9,388	27	88.2	78.8
Maine	4,853	40	82.0	9,277	31	87.2	91.2
Maryland	6,439	9	108.7	11,787	5	110.7	83.1
Massachusetts	6,200[a]	15	104.7	11,200	9	105.2	80.6
Michigan	6,444	8	108.8	12,400	4	116.5	92.4
Minnesota	5,975	18	100.9	11,115	11	104.4	86.0
Mississippi	3,674	50	62.1	7,145	50	67.1	94.5
Missouri	5,413	27	91.4	9,329	28	87.7	72.3
Montana	5,250[a]	31	88.7	8,909	36	83.7	69.7
Nebraska	4,880	39	82.4	9,080	33	85.3	86.1
Nevada	6,215	13	105.0	11,472	8	107.8	84.6
New Hampshire	5,093	34	86.0	9,313	30	87.5	82.9
New Jersey	6,510	6	109.9	11,750	6	110.4	80.5
New Mexico	5,947	20	100.4	8,600	39	80.8	44.6
New York	7,200	3	121.6	13,450[b]	2	126.4	86.8
North Carolina	5,049	35	85.3	9,314	29	87.5	84.5
North Dakota	4,425	44	74.7	8,362	42	78.6	89.0
Ohio	5,950	19	105.5	9,800	25	92.1	64.7
Oklahoma	5,257	30	88.8	8,200	45	77.0	56.0
Oregon	6,205	14	104.8	9,949	22	93.5	60.3
Pennsylvania	5,840	22	98.6	11,000	14	103.4	88.4
Rhode Island	6,140	16	103.7	10,800	18	101.5	75.9
South Carolina	4,231	47	71.5	8,310	43	78.1	96.4
South Dakota	4,320[a]	46	73.0	8,034	48	75.5	86.0
Tennessee	4,329	45	73.1	8,450	41	79.4	95.2
Texas	5,470	26	92.4	9,029	34	84.8	65.1
Utah	5,350	28	90.4	8,990	35	84.5	68.0
Vermont	5,000	37	84.4	9,110	32	85.6	82.2
Virginia	5,032	36	85.0	9,842	24	92.5	95.6
Washington	6,360	11	107.4	11,100	12	104.3	74.5
West Virginia	4,496[a]	43	75.9	8,505	40	79.9	89.2
Wisconsin	5,940	21	100.3	10,812	17	101.6	82.0
Wyoming	5,840	22	98.6	9,900	23	93.0	69.5

SOURCES:

National Education Association, Research Division. *Estimates of School Statistics, 1963-64.* Research Report 1963-R12. Washington, D.C.: the Association, 1963. p. 26.

National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 31.

[a]Estimated by NEA Research.

[b]Median salary.

However, the estimate of need based on minimum levels of quality in programs and staffing (Quality Criterion Estimate) is 526,400 elementary and 441,700 secondary teachers, a total of 968,100. Allowing for average turnover and re-entry rates of qualified experienced teachers, the net shortage of beginning teachers in terms of the Quality Criterion Estimate is 378,200 elementary and 281,800 secondary teachers.

Reporting on the general conditions in their states, department of education officials gave the following overview of the teacher supply and demand situation in July 1972:

1 state—some shortage of applicants

20 states—shortage of applicants in some subject areas and an excess in others

2 states—sufficient applicants to fill positions

9 states—some excess of applicants

15 states—substantial excess of applicants

3 states—insufficient information available

Results of this annual survey for the past six years are shown in Table 12.

College Training of Teachers

Steady progress is noted in reducing the proportion of classroom teachers without bachelor's degrees (Table 13). In 1972, only 2.1 percent of teachers lacked a bachelor's degree compared with 14.6 percent in 1961. At the elementary level, the proportion without degrees dropped from 23.8 percent in 1961 to 3.2 percent in 1972. Despite a strong consensus that a master's degree should be a requirement for teaching at the secondary level, the proportion of secondary-school teachers with advanced degrees has stabilized near the 39.0 percent level since 1969. From 1966 to 1969 the percent of secondary-school teachers with advanced degrees had increased from 31.5 to 39.7 percent.

TABLE 15.—AVERAGE SALARIES PAID TO ELEMENTARY- AND SECONDARY-SCHOOL CLASSROOM TEACHERS, BY GEOGRAPHIC REGION, 1966-67 AND 1972-73

Region	Average annual salary		Percent of U.S. average	
	1966-67	1972-73	1966-67	1972-73
1	2	3	4	5
United States ...	$6,830	$10,114	100.0	100.0
New England ...	7,087	10,207	103.8	100.9
Mideast	7,475	11,557	109.4	114.3
Southeast	5,797	8,554	84.9	84.6
Great Lakes	7,096	10,599	103.9	104.8
Plains	6,202	9,322	90.8	92.2
Southwest	6,089	8,800	89.2	87.0
Rocky Mountain	6,377	9,045	93.4	89.4
Far West*	8,154	11,395	119.4	112.7

SOURCES:

National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 31.

National Education Association. Research Division. *Estimates of School Statistics, 1967-68.* Research Report 1967-R19. Washington, D.C.: the Association, 1967. p. 30.

*Not including Alaska and Hawaii.

TABLE 16.—COMPARISON OF PER-CAPITA INCOME AND INSTRUCTIONAL STAFF SALARIES, 1962-63 TO 1972-73

Year	Per-capita income	Average instructional staff salaries	Ratio of salaries to income
1	2	3	4
1962-63	$2,370	$ 5,921	2.498
1963-64	2,458	6,240	2.539
1964-65	2,590	6,465	2.496
1965-66	2,770	6,935	2.504
1966-67	2,987	7,129	2.387
1967-68	3,169	7,630	2.408
1968-69	3,436	8,272	2.407
1969-70	3,705	9,047	2.442
1970-71	3,920	9,689	2.472
1971-72	4,156	10,213	2.457
1972-73	4,478	10,643	2.377

SOURCES:

U.S. Department of Commerce, Office of Business Economics. *Survey of Current Business* 53: 16; April 1973.

National Education Association—Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 30.

Salaries in Public Schools

The average salary paid the instructional staff (including principals, supervisors, teachers, librarians, and related instructional workers) gained $430, or 4.2 percent, from $10,213 in 1971-72 to $10,643 in 1972-73. Table 14 shows the 10-year trend in instructional staff salaries by state. Classroom teachers' salaries increased $409 or 4.2 percent, from $9,705 in 1971-72 to $10,114 in 1972-73.

Regional differences in teachers' salaries are acute. The dollar difference between the average salaries of classroom teachers in the Southeast at $8,554, and in the Mideast at $11,557 was $3,003. In 1966-67, the maximum dollar difference was $2,357. When the salaries for 1966-67 and 1972-73 are compared in Table 15, improvement is noted in the salaries in the Mideast, Great Lakes, and Plains states relative to the U. S. average, whereas the relative position has declined in the New England, Southeast, Southwest, Rocky Mountain, and Far West states.

Average instructional staff salaries were over 2.5 times per-capita personal income from 1962-63

TABLE 17.–INSTRUCTIONAL STAFF SALARIES IN CURRENT AND 1967-68 DOLLARS, 1962-63 TO 1972-73

Year	Average annual salary		Consumer price index[a]
	Current dollars	1967-68 dollars	1967-68 =100.0
1	2	3	4
1962-63	$ 5,921	$6,653	89.0
1963-64	6,240	6,918	90.2
1964-65	6,465	7,066	91.5
1965-66	6,935	7,409	93.6
1966-67	7,129	7,388	96.5
1967-68	7,630	7,630	100.0
1968-69	8,272	7,878	105.0
1969-70	9,047	8,136	111.2
1970-71	9,689	8,088	119.8
1971-72	10,213	8,243	123.9
1972-73	10,643	8,225	129.4[b]

[a]CPI converted to school-year basis by NEA Research.
[b]Estimated by NEA Research.

to 1965-66. This ratio declined to 2.4 from 1966-67 to 1971-72. Since then the ratio has dropped to 2.3 for 1972-73. This is some indication that the teachers' economic position relative to the rest of the economy has slipped in recent years despite the record of annual increases. The trend is shown in Table 16.

Between 1962 and 1967 the Consumer Price Index rose moderately at an annual average rate of 2.2 percentage points per year. From 1967 to 1972 the index increased 6.0 percentage points per year and through March 1973 has increased at about the same rate. Table 17 shows the trend in instructional staff salaries in current dollars and in dollars adjusted for price changes.

The U. S. Department of Labor, Bureau of Labor Statistics, estimates that the fall 1971 cost of three budget levels for an urban family of four was $7,214 for the lowest budget, $10,971 for the intermediate budget, and $15,905 for the highest budget. All three budget levels provide for living in a style above the minimum subsistence level and below a standard of luxury. The budgets—low, intermediate, and high—vary according to underlying patterns of consumption of urban families and differing quantities and qualities of goods purchased. This urban family of four—a husband, wife, and two children—have average stocks of clothing and home furnishings. The couple has been married 15 years. The wife stays at home and the husband is an experienced worker. At the intermediate level, the $10,971 was spent on the following items: housing, $2,638; food, $2,532; clothing and personal care, $1,196; transportation, $964; medical care, $612; vacation and other family consumption, $684; miscellaneous, $560; and income and social security taxes, $1,785.

Salary Comparison

Average starting salaries of classroom teachers compare poorly with starting salaries of bachelor's degree graduates who are employed in industry. In 1972-73, starting salaries for men in industry, which averaged $9,648, were 31.1 percent higher than beginning teachers' salaries at $7,357. Salaries paid new women graduates in all occupational classes reported were higher than salaries in teaching. The starting salaries shown in Table 18 give considerable evidence of economic discrimination against teachers as an occupational class of workers.

Faculty Salaries in 4-Year Colleges and Universities

Academic salaries of full-time teaching faculty in four-year colleges and universities are shown in Table 19. Approximately 170 colleges and universities supplied the salary schedule data providing mean minimum and maximum salaries by academic rank since 1965-66. At all levels the percent change in 1971-72 reflected the smallest increases since the annual survey was begun in 1965. Individual differences in the mean of scheduled salaries are greater for maximum than for minimum salaries. These differences ranged from $3,887 for professors down to $517 for instructors.

Faculty Salaries in 2-Year Institutions

Faculty salaries in public two-year institutions are given in Table 20. Mean minimum and maximum scheduled salaries by academic rank are shown for each of six years. Increases reported by 181 institutions for 1971-72 were the smallest for any year, ranging from 0.7 percent to 3.7 percent.

TABLE 18.–AVERAGE STARTING SALARIES OF CLASSROOM TEACHERS COMPARED WITH THOSE IN PRIVATE INDUSTRY, 1966-67 THROUGH 1973-74

Position or subject field	School year							
	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
1	2	3	4	5	6	7	8	9
BEGINNING TEACHERS WITH BACHELOR'S DEGREE[a]	$5,144	$5,523	$5,941	$6,383	$ 6,850	$ 7,061	$ 7,357	...
MALE COLLEGE GRAUDATES WITH BACHELOR'S DEGREE[b]								
Engineering	8,112	8,772	9,312	9,960	10,476	10,500	10,608	$10,860
Accounting	7,128	7,776	8,424	9,396	10,080	10,260	10,476	10,824
Sales-Marketing	6,744	7,044	7,620	8,088	8,580	8,736	9,408	9,648
Business Administration	6,576	7,140	7,560	8,100	8,124	8,424	8,448	8,664
Liberal Arts	6,432	6,780	7,368	7,980	8,184	8,292	8,424	8,688
Production Management	7,176	7,584	7,980	8,736	9,048	9,792	9,720	9,792
Chemistry	7,500	8,064	8,520	9,276	9,708	9,720	9,972	10,116
Physics	7,740	8,448	8,916	9,348	10,080	9,636	10,344	10,560
Mathematics-Statistics	7,260	7,944	8,412	8,952	9,468	9,192	9,288	9,552
Economics-Finance	6,732	7,416	7,800	8,304	8,880	9,216	9,324	9,480
Other fields	7,044	7,644	7,656	8,796	9,264	8,580	9,552	9,696
Total–all fields (weighted average)	7,243	7,836	8,395	8,985	9,361	9,534	9,648	10,016
WOMEN COLLEGE GRADUATES WITH BACHELOR'S DEGREE[c]								
Mathematics-Statistics	6,324	7,104	7,776	8,484	8,952	9,312	9,516	...
General Business	5,520	6,000	6,840	7,104	8,184	8,076	8,280	8,748
Chemistry	7,056	7,452	8,280	8,532	9,180	9,744	9,816	9,960
Accounting	6,768	6,984	7,716	8,304	8,952	9,516	10,224	10,404
Home Economics	5,664	6,276	6,660	7,056	7,380	7,932	...	...
Engineering-Technical Research	7,260	8,208	8,904	9,672	10,128	10,608	10,560	10,968
Economics-Finance	6,000	6,636	6,984	7,224	8,400	8,400	...	...
INDEX RELATIONSHIP TO STARTING SALARIES FOR TEACHERS								
BEGINNING TEACHERS WITH BACHELOR'S DEGREE[a]	100.0	100.0	100.0	100.0	100.0	100.0	100.0	...
MALE COLLEGE GRADUATES WITH BACHELOR'S DEGREE[b]								
Engineering	157.7	158.8	156.7	156.0	152.9	148.7	144.2	...
Accounting	138.6	140.8	141.8	147.2	147.2	145.3	142.4	...
Sales-Marketing	131.1	127.5	128.3	126.7	125.3	123.7	127.9	...
Business Administration	127.8	129.3	127.3	126.9	118.6	119.3	114.8	...
Liberal Arts	125.0	122.8	124.0	125.0	119.5	117.4	114.5	...
Production Management	139.5	137.3	134.3	136.9	132.1	138.7	132.1	...
Chemistry	145.8	146.0	143.4	145.3	141.7	137.7	135.5	...
Physics	150.5	153.0	150.1	146.5	147.2	136.5	140.6	...
Mathematics-Statistics	141.1	143.8	141.6	140.2	138.2	130.2	126.2	...
Economics-Finance	130.9	134.3	131.3	130.1	129.6	130.5	126.7	...
Other fields	136.9	138.4	128.9	137.8	135.2	121.5	129.8	...
Total–all fields (weighted average)	141.8	141.9	141.3	140.8	136.7	135.0	131.1	...
WOMEN COLLEGE GRADUATES WITH BACHELOR'S DEGREE[c]								
Mathematics-Statistics	122.9	128.6	130.9	132.9	130.7	131.9	129.3	...
General Business	107.3	108.6	115.1	111.3	119.5	113.5	112.5	...
Science	...	...	143.0	141.0	138.0	141.1	133.4	...
Accounting	131.6	126.5	129.9	130.1	130.7	134.8	139.0	...
Home Economics	110.1	113.6	112.1	110.5	107.7	112.3	...	...
Engineering-Technical Research	141.1	148.6	149.4	151.5	147.9	150.2	143.5	...
Economics-Finance	116.6	120.2	117.6	113.2	122.6	119.0	...	...

[a]For school systems enrolling 6,000 or more pupils.

[b]From annual reports of Frank S. Endicott, Director of Placement, Emeritus, Northwestern University. Salaries are based on offers made to graduates by approximately 200 companies located throughout the United States. 1973-74 salaries are based on offers made in November 1972 to men who will graduate in June 1973.

[c]Computed from data presented in the Endicott reports.

TABLE 19.–MEAN SCHEDULED MINIMUM AND MAXIMUM SALARIES IN PUBLIC 4-YEAR DEGREE-GRANTING INSTITUTIONS BY FACULTY RANK, 1965-66 TO 1971-72

Faculty rank by academic year	Mean of scheduled minimum salaries	Percent increase over previous year	Mean of scheduled maximum salaries	Percent increase over previous year
1	2	3	4	5
INSTRUCTOR				
1965-66	$ 5,975	...	$ 8,090	...
1967-68	6,621	10.8	9,248	14.3
1968-69	6,871	3.8	9,579	3.6
1969-70	7,397	7.7	10,407	8.6
1970-71	7,854	6.2	11,154	7.2
1971-72	8,124	3.4	11,327	1.6
ASSISTANT PROFESSOR				
1965-66	6,972	...	9,615	...
1967-68	7,797	11.8	11,137	15.8
1968-69	8,180	4.9	11,779	5.8
1969-70	8,727	6.7	12,815	8.8
1970-71	9,273	6.3	13,733	7.2
1971-72	9,600	3.5	14,109	2.7
ASSOCIATE PROFESSOR				
1965-66	8,351	...	11,574	...
1967-68	9,440	13.0	13,405	15.8
1968-69	9,950	5.4	14,255	6.3
1969-70	10,676	7.3	15,653	9.8
1970-71	11,299	5.8	16,678	6.5
1971-72	11,684	3.4	17,120	2.7
PROFESSOR				
1965-66	9,990	...	14,584	...
1967-68	11,525	15.4	16,221	11.2
1968-69	12,099	5.0	17,171	5.9
1969-70	12,999	7.4	19,015	10.7
1970-71	13,783	6.0	20,426	7.4
1971-72	14,201	3.0	21,238	4.0

SOURCE: National Education Association, Research. *Faculty Salary Schedules in Colleges and Universities, 1971-72.* Research Report 1972-R10. Washington, D.C.: the Association, 1972. Table 7.

TABLE 20.—MEAN SCHEDULED MINIMUM AND MAXIMUM SALARIES IN PUBLIC 2-YEAR INSTITUTIONS BY FACULTY RANK, 1965-66 TO 1971-72

Faculty rank by academic year	Mean of scheduled minimum salaries	Percent increase over previous year	Mean of scheduled maximum salaries	Percent increase over previous year
1	2	3	4	5
INSTRUCTOR				
1965-66	$ 5,928	...	$ 8,152	...
1967-68	6,607	11.5	8,943	9.7
1968-69	7,070	7.0	9,851	10.2
1969-70	7,571	7.1	10,551	7.1
1970-71	8,115	7.2	11,390	8.0
1971-72	8,172	0.7	11,803	3.6
ASSISTANT PROFESSOR				
1965-66	6,863	...	9,539	...
1967-68	7,763	13.1	10,761	12.8
1968-69	8,254	6.3	11,616	8.0
1969-70	8,921	8.1	12,529	7.9
1970-71	9,510	6.6	13,466	7.5
1971-72	9,615	1.1	13,872	3.0
ASSOCIATE PROFESSOR				
1965-66	7,939	...	10,954	...
1967-68	9,016	13.6	12,440	13.6
1968-69	9,663	7.2	13,644	9.7
1969-70	10,531	9.0	14,771	8.3
1970-71	11,262	6.9	15,805	7.0
1971-72	11,459	1.7	16,240	2.8
PROFESSOR				
1965-66	9,251	...	12,667	...
1967-68	10,606	14.7	14,699	16.0
1968-69	11,387	7.4	16,054	9.2
1969-70	12,434	9.2	17,363	8.2
1970-71	13,276	6.8	18,486	6.5
1971-72	13,568	2.2	19,169	3.7

SOURCE: National Education Association, Research. *Faculty Salary Schedules in Community-Junior Colleges, 1971-72.* Research Report 1972-R9. Washington, D.C.: the Association, 1972. Table 6.

FOOTNOTES

[1]National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 5.

[2]U. S. Department of Health, Education, and Welfare, Office of Education. *Projections of Educational Statistics to 1980-81.* Washington, D.C.: Government Printing Office, 1972. p. 65.

[3]National Education Association, Research. *Teacher Supply and Demand in Public Schools, 1972.* Research Report 1972-R8. Washington, D.C.: the Association, 1972. p. 21.

EXPENDITURES

AT ALL LEVELS of regular schools, public and private, the expenditures in 1972-73 rose to provide increased educational services and to meet rising costs of services, materials, and capital requirements for the educational program. Preliminary indications of price trends this year indicate that price increases will account for most if not all of the expenditure increase.

Total expenditures, including current expense, capital outlay, and interest for regular schools, are shown in Table 21 for 1971-72 and 1972-73 by level of education and by type of control.[1]

Some programs of expenditures for education and training by individuals, private industry, nonprofit institutions, and governments at all levels are not reflected in the educational accounts of the regular schools. Hence, to a large extent the figures for the regular schools understate the total public and private investment in learning and training activities. The categories of schools, classified as nonregular, other, or special institutions, that are mainly profit-making institutions have estimated expenditures of $1.2 billion in 1972-73.[2] However, the major part of the total nonregular investment in education is unknown.

TABLE 21.—TOTAL EXPENDITURES FOR SCHOOLS, 1971-72 AND 1972-73, AND PERCENT OF INCREASE
(Expenditures in billions)

	1971-72	1972-73	Percent of increase
1	2	3	4
Elementary and secondary			
Public	$48.9	$51.8	5.9
Private	5.3	5.5	3.8
Total	$54.2	$57.3	5.7
Higher education			
Public	$20.1	$21.4	6.5
Private	10.2	10.8	5.9
Total	$30.3	$32.2	6.3
Total, all levels			
Public	$69.0	$73.2	6.1
Private	15.5	16.3	5.2
Total	$84.5	$89.5	5.9

Highlights of Federal Support for Education

The following list of federal statutes, beginning with the endowment of schools with public lands, provides a background to federal aid to education as it currently exists:

Year	*Statute*	*Major provisions*
1785	Northwest Ordinance	Commencement of aid to territories and later to states for education, by endowment of schools with public lands. Stipulated that "there shall be reserved the lot number 16 of every township for the maintenance of public schools within said township."
1787	Northwest Ordinance	Commencement of endowment of public institutions of higher education with public lands.
1800	Congressional Library	The first appropriation for books which became the nucleus of the Library of Congress.
1802	Military Academy	The first federal institution of higher education established at West Point.
1802	Ohio Enabling Act	Granted section 16 of each township in the states carved from the public domain to the township inhabitants for the support of schools.
1803	Ohio Enabling Act Amendment	Granted a township to Ohio for a seminary of learning and stipulated that all educational land grants were to be "for schools and for no other use, intent or purposes whatever." Similar grants extended to other states carved from the public domain.
1862	The Morrill Land Grant Act	Granted to each state an amount of 30,000 acres of public land (or its equivalent in script) per Congressman for the support of a college which would have as its primary purpose the teaching of "such branches of learning

Year	*Statute*	*Major Provisions*
		as are related to agriculture and the mechanic arts. . . ." Provision was also made for military training. Subsequent legislation increased this support for these institutions.
1867	Office of Education	A federal agency of Education created—now the U. S. Office of Education.
1917	Smith-Hughes Act	Provided grants for promoting vocational training in the public schools and for encouraging special education for teachers of vocational subjects.
1920	Smith-Bankhead Act	Initiated a a policy of federal-state cooperation in vocational rehabilitation, including education.
1936	George-Deen Act	Extended Smith-Hughes Act to include education in distributive occupations
1941	Lanham Act	Provided federal assistance for school building aid for communities adversely affected by federal activities.
1944	The "G.I. Bill of Rights"	Provided educational training benefits for veterans. Permanent program provided in 1956.
1944	Surplus Property Act	A broad policy governing surplus property disposal for educational, health, and civil defense purposes enacted.
1946	George-Barden Act	Strengthened federal-state cooperation in vocational education. Programs for practical nursing and fishery education authorized by 1956 amendments.
1946	Fulbright Act	Provided for the use of some currencies and credits of other countries acquired by the United States through sale of surplus property abroad to be used for international educational exchanges.
1946	National School Lunch Act	Provided for the distribution of funds and federally purchased foods to public and nonpublic schools. In 1954 provided for an accompanying School Milk Program.
1948	Smith-Mundt Act	A broad program of international education exchanges established.
1950	Housing Act	Included loans for college housing. Extended and enlarged in 1961.
1950	Impacted Area Aid (P.L. 815 and 874)	Provided assistance for school construction and maintenance and operation in federally affected areas.
1956	Rural Libraries Act	Established a five-year program of federal grants to the states for extension of library services in rural areas.
1958	National Defense Education Act	Authorized funds to strengthen critical areas in education. Included assistance for science, mathematics, foreign languages; counseling, testing, guidance; graduate fellowships; research and experimentation in modern teaching tools (TV, films, etc.); and improvement in statistical and information services.
1958	Fogarty-McGovern Act	Authorized federal grants to train teachers for the mentally retarded.
1961	Exceptional Children (Deaf)	Funds provided to train teachers of deaf children and to make available to them speech pathologists and audiologists.
1961	Peace Corps Act	Established a permanent Peace Corps to supply U. S. teachers and technicians to underdeveloped nations.
1962	Manpower Development and Training Act	Provided for a program of occupational training and retraining of the country's labor force. The Departments of Labor and Health, Education, and Welfare are jointly responsible for the training programs, utilizing the resources of industry, labor, educational institutions, and state and local agencies.
1962	Educational TV Act; All-Channel TV Act	Authorized federal grants to educational institutions or nonprofit groups to assist in building educational television stations.
1963	Health Professions Educational Assistance Act	Authorized a federal outlay to construct and rehabilitate teaching facilities for physicians, dentists, and others, and provides loans to students in medical professions.
1963	Mental Retardation Facilities and Community Mental Health Centers Construction Act	Provided for a program of matching grants to build mental retardation facilities and community mental health centers and to train teachers to care for retarded children.
1963	Higher Education Facilities Act	Authorized a program of grants and loans for construction at colleges, universities, public junior colleges, and public technical institutes.

Year	*Statute*	*Major Provisions*
1963	Vocational Education Act	Revamped and significantly expanded the vocational education programs, expanded and extended the National Defense Education Act, and continued aid to schools in federally impacted areas.
1963	Manpower Development and Training Amendments	Expanded youth training programs and provided basic education courses for jobless illiterates seeking training.
1964	Library Services and Construction Act	Amended 1956 Library Services Act to extend federal public library assistance to urban (as well as rural) areas and to provide for a new program of matching library construction grants.
1964	Civil Rights Act (Title IV)	Allowed the U. S. Commissioner of Education to provide technical assistance, grants, and training institutes to help communities prepare for school desegregation.
1964	Economic Opportunity Act	This education-oriented measure included a job corps to provide work experience, education, and vocational training at conservation camps and residential centers; a work training program to enable youths to resume or continue their high-school education or to increase their employability; a work-study program to provide part-time jobs to help needy students continue their college education; "community action" programs to combat poverty in such areas as health, welfare, job training, and vocational rehabilitation; grants to the states to provide literacy and basic education training for adults; and "Volunteers in Service to America," modeled somewhat after the Peace Corps, with volunteers serving in mental health, migrant, Indian, and anti-poverty programs.
1964	Amendments to NDEA, Impact School Aid	Extended and expanded both the National Defense Education Act (NDEA) and the impact school aid program. NDEA institutes for the advanced training of teachers, previously limited to guidance counselors and teachers of modern languages, were broadened to include teachers of English, reading, history, and geography, teachers of disadvantaged youth, librarians and educational media specialists. The loan/grant program for the acquisition of certain teaching materials was expanded to include history, civics, geography, English and reading.
1965	Elementary and Secondary Education Act	Authorizies multi-billion dollar program for improving education of the disadvantaged, plus substantial outlays for textbooks and school library resources, innovative programs and services, educational research, and projects to strengthen state education agencies.
1966	Child Nutrition Act	Amended the National School Lunch Act by authorizing a special milk program through 1970, a two-year pilot school breakfast program, and a permanent non-food assistance program for economically depressed areas.
1966	Demonstration Cities and Metropolitan Development Act	Authorized the Secretary of Housing and Urban Development to make grants and provide technical assistance to transform slum areas into "model" neighborhoods. Education services for the poor and disadvantaged must be a part of every project.
1966	International Education Act	Promoted mutual understanding between the U. S. and other nations through grants for establishing graduate centers for research and training in international studies.
1966	Elementary and Secondary Amendments: Handicapped Children	Established a National Advisory Committee on Handicapped Children and a Bureau for Education and Training of the Handicapped; broadened provisions of the 1965 legislation.
1967	Elementary and Secondary Amendments: Dropout and Bilingual Programs	Extended ESEA through fiscal 1970; transferred Title III and Title V to state control; established dropout prevention projects and bilingual programs.
1967	Education Professions Development Act	Extended Teacher Corps for three years; provided $1.1 billion for broadened training programs for education personnel.
1967	Public Broadcasting Act	Extended grant program of 1962 Educational Television Act; created public television corporation.
1968	Juvenile Delinquency Prevention and Control Act	Authorized a program of block grants to states, and in some cases grants to local governments, for projects to combat juvenile delinquency.
1968	Handicapped Children's Early Education Assistance Act	Authorized establishment of model education centers for handicapped preschool children. Provided for experimentation that would produce successful

Year	*Statute*	*Major Provisons*
		teaching approaches and prototype programs for the handicapped child of preschool age.
1968	Higher Education Amendments	Extended existing programs for three years and initiated several new ones, with a spending authorization of over $7 billion. Authorized grants for setting up alternate periods of full-time study and full-time employment (Cooperative Education); grants to encourage sharing of college and university facilities (Networks for Knowledge); grants and fellowships to improve education of students preparing for public service; grants for strengthening graduate education; and contracts with law schools to provide clinical experience.
1968	Vocational Education Amendments	Reorganized and expanded federal vocational education programs, making the basic state program authorization permanent and extending others for up to four years. With spending authorization of over $3 billion confirmed, the Act redirects federal programs from training in specified occupational categories to preparation of all groups for adaptability to a rapidly changing job market. Provided an eventual near quadrupling of federal funding and added new emphasis on dropouts.
1970	Special Milk Program	Made special milk program permanent, with authorization of $120 million annually.
1970	Arts and Humanities Extension	Extended National Foundation for three years, increasing annual authorizations to $80 million by fiscal 1973.
1970	Youth Conservation Corps	Established a pilot program to employ youths aged 15-18 in conservation projects during the summer.
1970	Drug Abuse Education Act	Authorized $29 million over three years for drug abuse training, materials, seminars, and pilot projects, and $29 million for community-based programs.
1970	Environmental Quality Education Act	Provided $29 million over three years for curriculum development, teacher training, and community programs in environmental education, and contains a "small grants" provision allowing civic and volunteer organizations to apply for funds.
1970	Library Services and Construction Act	Authorized $1.1 billion over five years, through fiscal 1976, to improve library services with special emphasis on the disadvantaged in urban and rural areas.
1970	U. S. Office of Education FY 1971 Appropriation Act: School Desegregation Aid	Included $75 million to help school desegregation, and Whitten amendment prohibiting use of federal funds for forced busing.
1970	Elementary and Secondary Amendments	Extended ESEA through Fiscal 1973; consolidated Title III (supplementary services) with NDEA Title V-A (guidance and counseling); increased authorization for Title I; expanded impact aid to include children who live in public housing; however, no funds were appropriated for public-housing children; and extended the 1968 Vocational Education Amendments.
1970	School Lunch Amendments	Amended the School Lunch Act of 1946 and the Child Nutrition Act of 1966; guaranteed a free or reduced-price lunch to every poverty-level child; and increased authorizations for the pilot breakfast program.
1971	Supplemental Appropriations Act of 1972	For 15 states whose current fiscal-year allocations under Title I of the Elementary and Secondary Education Act (1965) fell below 1971 levels.
1971	Emergency Employment Act (P.L. 92-261)	To provide during periods of high unemployment for programs of public service employment for unemployed persons, to assist states and local communities in providing needed public services, and for other purposes.
1971	School Lunch Program-Extension (P.L. 92-32)	To extend the school breakfast and special food programs.
1971	School Lunch Program-Free or Reduced Price Lunch (P.L. 92-153)	To assure that every schoolchild will receive a free or reduced-price lunch as required by section 9 of the National School Lunch Act.
1971	Office of Education and Related Agencies Appropriations Act, 1972 (P.L. 92-48)	Section 309. No part of the funds contained . . . may be used to force any school or school district which is desegregated . . ., to take any action to force the busing of students; to force on account of race, creed, or color the abolishment of any so desegregated; or to force the transfer or assignment of

Year	*Statute*	*Major Provisions*
		any student attending any elementary or secondary school so desegregated to or from a particular school over the protest of his or her parents or parent. Section 310. No part of the funds contained . . . shall be used to force any school or school district which is desegregated . . ., to take any action to force the busing of students; to require the abolishment of any school desegregated; or to force on account of race, creed, or color the transfer of students to or from a particular school so desegregated as a condition precedent to obtaining Federal funds otherwise available to any State, school district or school.
1972	Education Amendments of 1972 (P.L. 92-318)	Expanded and revised most higher education laws, creating new programs of institutional and student aid; established an Education Division within HEW, composed of the Office of Education and the National Institute of Education, headed by an assistant secretary for education; increased federal support for career (vocational) education, Indian education, and consumer education; established ethnic cultural heritage studies; and provided financial aid for school desegregation.
1972	School Lunch Amendments (P.L. 92-433)	Increased federal support to school lunch program and expanded other child nutrition expenditures.
1972	State and Local Fiscal Assistance Act of 1972 (P.L. 92-512)	Authorized a five-year program for sharing $30.2 billion of federal revenues with state and local governments.
1972	Medicare for Teachers (P.L. 92-603)	Extended Medicare coverage to retired teachers not covered by FICA. Authorized group coverage agreements between HEW and employers or organizations.
1972	Supplemental Appropriations FY 1973 (P.L. 92-607)	Included approximately $1.1 billion for programs under Education Amendments of 1972, P.L. 92-318.
1973	Child Nutrition (P.L. 93-13)	Assured that federal financial assistance to the child nutrition programs would be maintained at the level budgeted for fiscal year 1973 (H.R. 4278).
1973	Continuing Appropriations (P.L. 93-9)	Made further continuing appropriations for activities of Labor-HEW and certain foreign aid programs. (H.J. Res. 345).

Continuing Resolutions

The 92nd Congress passed but the President vetoed fiscal 1973 appropriation measures for Labor–HEW. As a result of Presidential vetoes, programs under Labor–HEW appropriations bills are funded under authority of a continuing appropriations resolution (H.J. Res. 345). The resolution permits maximum spending levels at the lower of either the Senate- or House-approved appropriation contained in the first fiscal 1973 bill (H.R. 15417), with certain exceptions. The resolution does not permit funding for any programs which had not been funded in fiscal 1972.

A supplemental appropriation bill, H.J. Res. 496, enacted in May 1973, provided an additional $86 million to the original fiscal year 1973 budget of $415 million for impact aid–entitlements of school districts with heavy concentrations of military and federal employees.

According to the U.S. Office of Education, districts with high concentrations of children whose parents both live and work on federal property (category "A") will receive 100 percent entitlements; districts with less than 25 percent impaction will receive 90 percent of funds due; and school systems enrolling children whose parents work on federal property but live off the installation (category "B") will receive only 54 percent of entitlement.

A state-by-state total of impact aid allocations is shown in Table 23.

Legislative Proposals for FY 1974

There is a continuing battle between the Congress and the Administration over budget priorities and impoundments of federal funds for the nation's elementary and secondary schools. The important issues still in the beginning stages of the legislative process of the 93rd Congress are (a) substitution of special education revenue sharing or other alternative forms for most of the categorical grant programs authorized under the Elementary and Secondary Education Act of 1965 (ESEA) and some impact aid for school districts with federal installations, and (b) federal aid to nonpublic schools. Most major federal aid to education programs expire at the end of fiscal 1973. If no extension is passed by June 30, the programs will automatically be extended for one year.

TABLE 22.–FEDERAL AID TO STATES, 1972

State, Territories, etc.	Department of Agriculture, child nutrition program[b]	Department of Health, Education, and Welfare, Office of Education[a]									
		Child development	Cooperative vocational education	Educational improvement for the handicapped	Educational professions development	Elementary and secondary educational activities	Emergency school assistance	Equal education opportunities program	Higher education activities	Libraries and community services	School assistance in federally affected areas
1	2	3	4	5	6	7	8	9	10	11	12
Alabama	$ 28,642,277	$ 5,719,908	$ 11,527,623	$ 669,408	$ 2,332,520	$ 52,726,696	$ 4,170,824	$ 1,005,632	$ 2,247,314	$ 1,405,094	$ 9,327,110
Alaska	1,052,338	939,699	1,804,323	78,376	361,376	2,634,634	...	...	314,654	390,528	24,498,160
Arizona	8,059,613	3,677,084	10,264,220	192,676	2,562,083	14,708,702	...	35,000	2,215,821	657,659	14,774,390
Arkansas	15,086,222	2,921,239	7,518,015	293,913	**930,818**	29,873,876	**761,767**	**367,201**	**1,518,438**	**622,757**	3,583,968
California	62,537,844	15,076,042	32,578,065	2,416,618	9,256,903	150,550,560	1,810,195	1,497,023	25,881,240	4,173,431	89,989,192
Colorado	8,430,890	2,921,239	4,266,208	352,695	2,343,471	15,807,808	38,300	92,214	2,286,176	672,171	15,133,902
Connecticut	7,902,243	1,593,403	5,513,211	522,512	2,277,766	19,871,572	...	425,313	3,882,186	841,312	4,123,785
Delaware	2,631,191	592,419	1,754,203	156,753	492,786	4,892,893	170,000	105,004	434,807	311,228	367,315
District of Columbia	6,934,298	3,125,521	4,761,409	437,603	1,905,439	14,114,115	...	185,440	1,574,442	259,518	5,302,495
Florida	38,477,496	6,904,746	24,800,250	339,632	3,153,830	50,810,814	8,567,676	906,016	4,744,894	2,633,803	17,776,202
Georgia	38,512,383	3,145,949	23,800,250	881,739	2,573,438	47,047,050	6,528,848	529,134	4,529,217	1,500,675	13,052,634
Hawaii	3,069,191	1,327,836	2,606,245	101,236	438,032	4,701,705	...	...	1,679,505	244,475	11,086,020
Idaho	2,779,288	939,699	2,155,164	244,927	547,540	5,457,457	...	14,975	1,380,332	406,723	3,870,349
Illinois	43,181,019	8,150,868	28,067,256	1,371,594	4,712,321	75,275,280	56,613	589,098	12,152,040	3,347,573	16,000,116
Indiana	20,071,350	2,859,954	14,033,628	783,768	2,160,784	28,228,230	73,398	183,772	5,650,737	1,238,831	4,124,432
Iowa	12,491,392	1,818,114	5,212,490	522,512	1,193,637	18,442,443	...	205,774	4,313,540	1,145,758	3,145,142
Kansas	8,235,714	2,512,674	6,515,613	424,541	865,113	15,619,620	324,694	102,882	2,695,962	747,091	9,664,035
Kentucky	25,124,894	5,862,905	1,453,482	656,405	2,628,192	45,165,168	440,780	155,313	3,666,509	1,249,860	4,099,894
Louisiana	33,766,388	4,984,491	1,052,522	421,275	2,653,571	43,283,286	7,231,560	1,395,987	3,839,050	1,123,385	5,998,657
Maine	5,780,776	1,000,984	5,162,370	26,125	613,245	7,715,716	...	...	489,919	747,239	3,644,185
Maryland	15,305,087	2,267,535	6,515,613	685,797	919,867	20,706,702	316,811	166,166	5,176,248	659,080	29,642,532
Massachusetts	22,371,810	4,412,500	9,522,281	849,082	2,500,260	35,755,758	...	93,683	6,529,217	2,116,474	14,002,015
Michigan	27,905,949	5,147,917	16,038,432	1,502,222	5,252,388	60,220,224	598,993	636,999	7,807,507	2,864,703	6,350,886
Minnesota	18,873,608	2,206,250	8,520,417	653,140	1,127,932	26,846,348	...	299,482	4,960,571	1,652,409	4,893,431
Mississippi	24,298,570	21,224,943	9,021,618	355,961	1,730,226	60,220,224	7,989,152	2,048,160	2,803,801	2,401,058	4,430,093
Missouri	18,542,194	4,678,067	10,374,866	751,111	2,040,326	33,873,876	48,210	238,067	4,097,863	1,768,042	9,982,655
Montana	2,682,046	1,246,123	2,105,044	202,473	799,408	5,645,646	...	15,800	767,361	451,447	7,227,187
Nebraska	6,040,856	1,123,553	3,909,367	323,043	3,030,673	16,560,561	...	98,000	6,470,310	1,176,184	6,169,482
Nevada	1,853,896	367,708	1,307,122	192,676	514,688	2,258,258	...	26,831	477,497	351,316	3,916,192
New Hampshire	2,512,964	551,563	3,307,926	182,879	492,786	3,763,764	...	...	647,031	449,577	2,712,414
New Jersey	22,285,252	5,679,051	17,040,834	914,396	2,671,995	63,983,988	34,436	264,122	4,550,784	2,118,362	17,164,532
New Mexico	8,265,959	1,981,539	3,658,767	205,739	2,058,750	14,866,867	...	474,460	813,927	466,257	13,834,534
New York	77,210,022	15,137,327	38,051,276	2,253,333	6,935,334	235,172,188	85,631	465,935	12,077,912	5,883,917	19,237,715
North Carolina	40,028,910	6,251,041	17,040,834	979,710	2,014,947	73,393,398	7,126,896	630,438	5,391,925	164,881	8,951,379
North Dakota	3,693,697	653,704	2,455,884	212,270	591,343	6,774,775	...	50,000	393,432	447,041	5,252,453
Ohio	40,185,424	5,760,764	24,959,809	1,698,164	6,773,547	63,983,988	...	410,392	11,093,683	2,961,936	13,856,832
Oklahoma	13,103,015	3,758,796	7,518,015	424,541	876,064	28,228,230	351,247	709,154	3,235,155	768,276	14,405,197
Oregon	8,225,272	1,123,553	3,859,247	342,898	1,795,931	17,877,879	...	76,659	2,113,634	731,730	5,132,284

TABLE 22.—FEDERAL AID TO STATES, 1972 (Continued)

State, Territories, etc.	Department of Agriculture, child nutrition program[b]	Department of Health, Education, and Welfare, Office of Education[a]									
		Child development	Cooperative vocational education	Educational improvement for the handicapped	Educational professions development	Elementary and secondary educational activities	Emergency school assistance	Equal education opportunities program	Higher education activities	Libraries and community services	School assistance in federally affected areas
1	2	3	4	5	6	7	8	9	10	11	12
Pennsylvania	37,144,571	6,128,473	19,596,959	1,436,968	4,752,647	79,039,044	275,488	296,295	13,803,328	2,976,002	10,013,715
Rhode Island	3,261,489	571,991	2,105,044	228,599	416,130	6,962,963	...	74,322	1,552,874	677,627	5,635,812
South Carolina	23,494,078	3,738,368	6,014,412	502,917	876,064	45,165,168	5,785,248	889,354	2,048,931	490,582	8,424,624
South Dakota	4,065,192	960,127	2,706,485	202,473	832,261	9,597,598	...	...	485,387	846,424	6,572,825
Tennessee	25,324,574	4,249,074	11,527,623	849,082	2,317,833	50,810,814	4,270,064	369,185	4,442,946	1,353,631	9,030,242
Texas	66,597,620	10,030,267	24,057,648	1,861,419	6,537,628	92,212,218	7,507,048	1,362,997	9,274,111	3,519,871	41,696,745
Utah	5,084,301	1,041,840	3,909,367	316,772	569,442	7,715,716	...	50,000	1,854,822	459,248	6,644,370
Vermont	1,727,101	510,706	1,453,462	277,504	547,540	3,387,387	...	5,615	905,843	390,811	184,950
Virginia	26,825,858	3,043,808	15,136,270	620,483	1,456,456	39,519,522	4,407,808	494,230	3,666,509	1,331,161	36,251,188
Washington	10,859,590	2,478,241	8,520,417	718,454	1,708,325	20,700,702	...	254,568	3,450,832	1,035,412	17,521,930
West Virginia	11,193,721	2,206,250	4,109,848	316,772	941,769	28,228,238	4,271	56,507	2,048,931	667,019	928,125
Wisconsin	15,969,424	2,033,102	9,522,819	679,265	1,620,718	22,582,584	...	45,462	4,097,863	1,425,258	2,611,576
Wyoming	1,139,883	326,852	1,603,843	218,801	175,213	30,110,112	...	19,225	610,073	378,782	2,726,377
Puerto Rico	26,617,823	4,047,920	8,520,417	666,202	416,130	26,346,348	...	...	2,278,240	934,799	945,178
Virgin Islands	732,960	428,993	1,052,522	32,657	32,852	376,376	...	...	109,544	237,976	147,540
Other Territories, etc.[c]	982,853	347,280	1,503,413	104,501	76,656	3,011,009	...	...	31,209	206,066	2,617,494
Adjustments or undistributed to States	...	...	...	...	...	...	...	...	6,331	...	108,092	...
Total	$987,172,375	$201,790,000	$501,394,448	$32,656,612	$109,406,994	$1,882,926,098	$68,975,958	$18,424,217	$215,566,084	$68,190,562	$598,676,487

SOURCE: U.S. Department of the Treasury, Fiscal Service, Bureau of Accounts, *Federal Aid to States, Fiscal Year 1972.*

[a]Office of Education total: $3,698,007,460. Grant total: $4,685,179,835.

[b]Includes $92,826,396 special milk program, $550,963,641 child nutrition program, $279,358,608 removal of surplus agricultural commodities which were cash payments, and $64,023,730 value of commodities distributed.

[c]Includes American Samoa, Guam, Trust Territory of the Pacific, and certain foreign countries.

TABLE 23.—REVISED IMPACT AID FUNDS FOR 1972-73 SCHOOL YEAR

State	Impact aid	State	Impact aid
1	2	1	2
Alabama	$ 8,412,000	New Hampshire	2,101,000
Alaska	24,688,000	New Jersey	12,083,000
Arizona	12,796,000		
Arkansas	2,764,000	New Mexico	13,603,000
California	68,855,000	New York	15,656,000
		North Carolina	15,154,000
Colorado	10,807,000	North Dakota	5,674,000
Connecticut	3,530,000	Ohio	8,726,000
Delaware	2,313,000		
Florida	15,661,000	Oklahoma	10,023,000
Georgia	14,749,000	Oregon	3,226,000
		Pennsylvania	6,949,000
Hawaii	10,549,000	Rhode Island	4,085,000
Idaho	2,919,000	South Carolina	9,338,000
Illinois	11,850,000		
Indiana	2,898,000	South Dakota	5,831,000
Iowa	1,671,000	Tennessee	5,584,000
		Texas	27,882,000
Kansas	7,769,000	Utah	6,652,000
Kentucky	8,444,000	Vermont	98,000
Louisiana	3,113,000		
Maine	2,957,000	Virginia	30,939,000
Maryland	23,886,000	Washington	12,906,000
		West Virginia	460,000
Massachusetts	12,075,000	Wisconsin	1,696,000
Michigan	5,449,000	Wyoming	2,400,000
Minnesota	2,829,000		
Mississippi	2,698,000	District of Columbia	3,145,000
Missouri	7,572,000	Guam	2,520,000
		Puerto Rico	8,281,000
Montana	5,883,000	Virgin Islands	88,000
Nebraska	4,992,000	Wake Island	250,000
Nevada	3,273,000	TOTAL	$500,752,000

SOURCE:
U.S. Office of Education.

The funding level requested by the Administration for the education revenue sharing proposals, entitled *Better Schools Act of 1973*, is $2.77 billion, some $200 million less than the original fiscal 1973 budget request for similar legislation.

Federal aid to nonpublic schools is expected to be considered once again in the 93rd Congress in the form of tuition tax credits to parents of children attending nonpublic elementary and secondary schools. The Administration's proposal would provide a tax credit of 50 percent of the tuition or $200, whichever is less, to parents for each child attending a nonprofit, nonpublic elementary and secondary school, including special schools for the handicapped. H.R. 49 stipulates that the allowable tax credit would be reduced by $1 for each $20 over adjusted gross income of $18,000. (A credit is deducted directly from the amount of taxes owed the federal government.) If approved by the Congress, and sustained by the court, the plan could go into effect for the 1973-74 school year. The constitutionality of tax credits is currently being considered by the Supreme Court of the United States.

School Finance Model Systems

A series of recent court decisions on both the state and federal levels (see Review of Court Decisions, p. 40) have challenged the inequities in public educational finance. Although there are infinitely variable combinations of state and local taxing and spending which are not tied to wealth, and are, therefore, constitutionally expedient, the Lawyers' Committee for Civil Rights Under Law has outlined below a description of several alternative school finance models.[3]

ELEVEN SCHOOL FINANCE MODELS

[The numbers employed in the models are almost completely arbitrary.]

I. "Centralized" Models

[In these models the state provides all funds from centralized taxation. Constitutionally this could include statewide property, value added, sales, and other taxes as well as the more generally desirable income tax with progressive rates.]

A. Full State Funding of Districts

1. With Full District Spending Discretion

a. Model #1.—Equal Dollars
The state would provide $1,000 per child in average daily enrollment. The district could decide its own spending priorities, including programs for gifted, blind, vocational, etc.

b. Model #2.—Equal Dollars Plus Cost Refinements.
The state would provide $900 per pupil in ADE plus:
$100 per student living beyond two miles from school.
$100 per student for districts in areas with high cost of goods and services.
$50 per student in areas with high density to account for "municipal overburden."
The district, again, could decide how to allocate these funds among its own students.

c. Model #3.—Dollar Preferences for Specific Student Types
The state would categorize each student and assign a dollar value to him:
$ 700 per normal average student
$1000 per underachieving student
$2000 per blind student
$1200 per gifted student
+ categorical aids as in Model #2 for district cost differences.
The district, however, again would be free to allocate the money according to its own internal priorities.

2. With Limited District Spending Discretion

a. Model #4.—Equal Dollars; Prescribed Inequalities in Spending
The districts would receive $1200 per child but would be directed to spend differently for different students and programs, as for example:
$2500 for blind
$1400 for vocational
$1400 for gifted
$1400 for underachievers

b. Model #5.—Categorical Inequality in both Provision and in Spending.
Here the district would be provided its funds upon the same basis as in Model #3, but would be directed to *spend* these funds according to similar priorities specified by the legislature.

B. Full State Funding of the School Itself
Here the state largely bypasses the district, giving fiscal support directly to the school. The district performs limited functions—largely back-up and regional—if it continues to exist at all.

1. Model #6.—Equal Dollars.
Each school receives $900 per pupil in ADE for its current operating expenses. The school is given a specified degree of autonomy in allocation of these funds. The state assumes responsibility for capital costs which are provided separately as needed in the judgment of the state superintendent.

2. Model #7.—Categorical Inequality in Spending.
The state could fix its support according to the character of the student population, the curriculum, and/or area cost level of each school, with relatively narrow prescriptions of intra-school distribution. Presumably in both #6 and #7 special provision would be necessary for children incapable of functioning within the standard school milieu.

II. Decentralized Models

[In decentralized (power equalized) models a local tax source is employed to measure district effort. This source could be either property or local income or a combination of the two. Of course, the local tax would not fund more than a portion of the total cost. The

state must supply subventions to the district in amounts which will vary according to both the legislative formula and district taxing behavior. The state would also probably supply through a flat grant a basic adequate minimum level of spending.]

A. Model #8.—State Flat Grant Plus Local Add-On.
The state would supply a flat $700 from central sources, as in Model #1.
Each district could add on from $25 to $500 additional according to the rule that for each additional tax mill ($.001) on $100 taxable value of local property, an additional $25 could be spent. If a mill raised less than $25 (i.e. in districts with less than $25,000 assessed valuation per pupil) the state would make the difference; if it raised above $25, the excess would be recaptured by the state and be available for redistribution. Thus when a rich district and a poor district would each add 16 mills to its tax rate, each could spend a total of $1,100 per child.

B. Model #9.—State Flat Grant Plus Local Add-On Plus Categorical State Add-Ons.
The first two parts of this model are the same as Model #8. However, in addition to the flat grant and locally chosen add-on, the state would provide specific aids for any number of imaginable cost adjustments or policy preferences. Examples of such categorical adjustments appear in Models #2-4. Such adjustments could be included within the power-equalized add-on by adjustments in the formula instead of through flat grants. For example, under-achieving children could be counted twice.

III. Family Choice Systems

[There are a number of hypothetical systems using the family as the local decision unit for part or all of publicly financed education. They can be very complex. Two of the simpler models satisfying the Serrano rule are presented here in bare outline.]

A. Model #10.—Voucher System.
Families would receive vouchers for the full cost of education, say an average of $1,000; the school (private or public) could neither charge extra tuition nor (with few exceptions) receive private grants. Underachievers would receive larger vouchers to help equalize the quality of the school in which his parents choose to educate him. Admission to schools with more applicants than space would be by random selection. The system would be limited to an experiment in two or three urban areas.

B. Model #11.—School Stamp Supplement.
As a supplement to any of the Models #1-10, the state could make available to underachieving children school stamps which could be redeemed for after-school educational experiences—e.g. music or art lessons.

Public Elementary and Secondary Education

Estimates of expenditures of public elementary and secondary schools, including current expenditures for all programs operated by public school systems, interest, and capital outlay reached a high of $51.7 billion in 1972-73, up 5.8 percent from $48.9 billion in 1971-72.

The 10-year annual growth rate of 10.2 percent for total school expenditures may be compared with a rate of 6.7 percent for gross national product (both in current dollars). Over the past 10 years, school expenditures have been increasing at a rate 3.5 percentage points or 52 percent higher than the increase registered for the whole economy. However, this year's gain of 5.8 percent in school expenditures is 5.4 percentage points below the estimated gain of 11.2 percent in GNP. (See Tables 24 and 25.)

In 1962-63, total educational expenditures for public elementary and secondary schools were 3.4 percent of GNP. By 1972-73 the public schools' share of GNP advanced to 4.2 percent.

Current Expenditures

In 1972-73, the total current expenditures for elementary and secondary day schools were $43.7 billion, an increase of $2.5 billion, or 6.2 percent, over the previous year. (See Table 26.)

Current expenditure for elementary and secondary day schools includes amounts paid for general control, instructional service, operation, maintenance, fixed charges, and other school services at all levels of administration—state, intermediate, and basic local. Current expenditure comprises all governmental contributions to the retirement fund and expenditure for school services, including at-

tendance, health services, transportation, food services, and other. This figure does not include payments for capital outlay and interest on school debt or amounts spent for community colleges, adult education, summer school, and community services.

TABLE 24.–TOTAL EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

School year	Amount (in thousands)	Percent increase over 1962-63	Percent increase over previous year
1	2	3	4
1962-63	$19,735,070*	...	...
1963-64	21,324,993	8.1	8.1
1964-65	23,029,742*	16.7	8.0
1965-66	26,248,026	33.0	14.0
1966-67	28,352,330*	43.7	8.0
1967-68	32,977,182	67.1	16.3
1968-69	35,782,262*	81.3	8.5
1969-70	40,683,276	106.1	13.7
1970-71	43,716,076*	121.5	7.5
1971-72	48,907,413*	147.8	11.9
1972-73	51,762,628*	162.3	5.8

SOURCE:
National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 17.
*NEA Research estimates. Other figures are from the U.S. Office of Education.

TABLE 25.–GROSS NATIONAL PRODUCT, 1962-63 TO 1972-73

School year	GNP (in billions)	Percent increase over 1962-63	Percent increase over previous year
1	2	3	4
1962-63	$ 574.1	...	...
1963-64	610.6	6.4	6.4
1964-65	655.6	14.2	7.4
1965-66	718.5	25.2	9.6
1966-67	771.1	34.3	7.3
1967-68	827.6	44.2	7.3
1968-69	899.6	56.7	8.7
1969-70	956.2	66.6	6.3
1970-71	1,008.2	75.6	5.4
1971-72	1,095.9	90.9	8.7
1972-73	1,218.5[a]	112.2	11.2

SOURCES:
U.S. Department of Commerce, Office of Business Economics. *Survey of Current Business* 45: 24-25, August 1965; 48: 19, July 1968; 49, July 1969.
Council of Economic Advisers. *Annual Report, January 1973.* p. 193.
[a]Second quarter of 1973 estimated by NEA Research.

TABLE 26.–CURRENT EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

School year	Amount (in thousands)	Percent increase over 1962-63	Percent increase over previous year
1	2	3	4
1962-63	$15,606,328*	...	...
1963-64	17,218,446	10.3	10.3
1964-65	18,548,925*	18.9	7.7
1965-66	21,053,280	34.9	13.5
1966-67	22,854,760*	46.4	8.6
1967-68	26,877,162	72.2	17.6
1968-69	29,043,410*	86.1	8.1
1969-70	34,217,773	119.3	17.8
1970-71	36,852,065*	136.1	7.7
1971-72	41,135,936*	163.6	11.6
1972-73	43,700,176*	180.0	6.2

SOURCE:
National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 18.
*NEA Research estimates. Other figures are from U.S. Office of Education.

TABLE 27.–CURRENT EXPENDITURES PER PUPIL IN ADA, PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

School year	Amount	Percent increase over 1962-63	Percent increase over previous year
1	2	3	4
1962-63	$ 433*	...	...
1963-64	460	6.2	6.2
1964-65	484*	11.8	5.2
1965-66	537	24.0	11.0
1966-67	573*	32.3	6.7
1967-68	658	52.0	14.8
1968-69	702*	62.1	6.7
1969-70	816	88.5	16.2
1970-71	868*	100.5	6.4
1971-72	970*	124.0	11.8
1972-73	1,034*	138.8	6.6

SOURCE:
National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 18.
*NEA Research estimates. Other figures are from U.S. Office of Education.

The trend in current expenditures per pupil in average daily attendance is shown in Table 27. This year's national figure of $1,034 is an increase of 138.8 percent over 1961-62, and 6.6 percent over last year's revised estimate of $970. The highest expenditure per pupil in the top state is 2.7 times as great as that in the bottom state. (See Table 28.)

Table 29 shows the state's expenditure per pupil in ADA relative to the U.S. average since 1957. Since 1961-62, 22 states have consistently remained below the U.S. average; 14 states have shifted 6-11 percentage points; 17 states and the District of Columbia have gained 12 percentage points or more.

A drop of 12 or more percentage points was registered for 11 states: California, Indiana, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.

Current Expenditures for Other Programs

Current expenditures of public school systems for junior colleges, adult education, summer schools, and community services (public libraries, community centers, recreational programs, etc.) are estimated at $1.8 billion, up 4.3 percent from last year. This increase reflects the addition of community colleges in some states, increased funds for vocational and adult education, and many new expanded community services administered by the local school district. A part of the rise in other school programs—the current expenditures for programs other than elementary and secondary day schools—is no doubt due to increased expenditures for adult and vocational education, junior colleges, and Head Start and other poverty programs. (See Table 30.)

Capital Outlay and Interest

Capital outlay was estimated at $4.7 billion, up 3.1 percent from last year and up 49.7 percent in 10 years (see Table 31.) Over a similar period, 1962 to 1972, the composite construction cost index of the U.S. Department of Commerce increased 52 percent. Thus, the rise in expenditures for capital outlay is attributable to rising prices.

Interest rates on school bonds reached a high of 7.12 percent on May 28, 1970, according to the Bond Buyers Index of 20 bonds. This was the highest rate on record for this Index. Since then, interest rates have declined and the range between high and low yields reduced from 1.21 percentage points in 1970 to .58 in 1972. The lowest rate reported by the Index was 1.29 percent on February 14, 1946. High and low yields for recent years are shown in Table 32.

Interest payments on school bonds (Table 33) reflect the growing volume of debt outstanding as well as the rising cost of borrowing. Interest payments for 1972-73 are estimated at $1.6 billion.

TABLE 28.—CURRENT EXPENDITURES PER PUPIL IN ADA, PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY STATE, 1972-73

State	Expenditure per pupil in ADA, 1972-73	Percent of U.S. average	Percent change, 1962-63 to 1972-73
1	2	3	4
New York	$1,584	153.1	132.9
Alaska	1,473	142.4	140.6
New Jersey	1,352	130.7	147.6
District of Columbia	1,327	128.3	173.0
Connecticut	1,241	120.0	132.8
Vermont	1,211	117.1	219.5
Maryland	1,188	114.8	153.3
Michigan	1,183	114.4	164.6
Pennsylvania	1,177	113.8	160.9
Delaware	1,162	112.3	132.8
Minnesota	1,146	110.8	139.7
Illinois	1,144	110.6	150.3
Wisconsin	1,134	109.6	135.7
Rhode Island	1,116	107.9	126.8
Arizona	1,110	107.3	158.1
Massachusetts	1,102	106.5	136.9
Iowa	1,058	102.3	138.8
Hawaii	1,046	101.1	169.5
Texas	1,044	100.9	176.1
Oregon	1,004	97.0	93.8
California	1,000	96.7	93.7
Nevada	971	93.9	112.4
Wyoming	960	92.8	82.5
Colorado	955	92.3	117.0
Ohio	945	91.3	124.4
Montana	943	91.1	107.2
Washington	929	89.8	87.6
Louisiana	927	89.6	142.0
Virginia	920	88.9	173.8
Kansas	919	88.8	117.7
Florida	902	87.2	154.0
New Hampshire	892	86.2	121.3
Missouri	881	85.2	119.7
Indiana	878	84.9	99.5
North Dakota	855	82.6	116.4
Maine	840	81.2	142.0
South Dakota	833	80.5	116.3
New Mexico	829	80.1	105.1
North Carolina	802	77.5	170.9
Georgia	782	75.6	165.9
Idaho	772	74.6	142.7
South Carolina	751	72.6	188.8
West Virginia	749	72.4	153.8
Utah	739	71.4	110.5
Nebraska	735	71.0	96.0
Tennessee	730	70.6	174.4
Oklahoma	704	68.0	107.0
Kentucky	693	67.0	139.7
Mississippi	689	66.6	202.1
Arkansas	652	63.0	135.3
Alabama	590	57.0	139.8
United States	1,034	100.0	138.7

SOURCE:

National Education Association, Research Division. *Estimates of School Statistics, 1963-64.* Research Report 1963-R12. Washington, D.C.: the Association, 1963. p. 30.

National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 35.

TABLE 29.–CURRENT EXPENDITURES PER PUPIL IN AVERAGE DAILY ATTENDANCE IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AS PERCENT OF THE NATIONAL AVERAGE, 1957-58 TO 1972-73

State	Percent of national average									
	1957-58	1959-60	1961-62	1963-64	1965-66	1967-68	1969-70	1970-71	1971-72	1972-73
1	2	3	4	5	6	7	8	9	10	11
50 states and D.C.	100	100	100	100	100	100	100	100	100	100
Alabama	60	64	58	63	68	59	60	60	58	57
Alaska	154	146	148	146	145	146	148	161	152	142
Arizona	109	108	107	104	100	108	99	97	106	107
Arkansas	60	60	62	61	75	71	71	67	63	63
California	115	113	109	110	107	108	96	NA	98	97
Colorado	101	106	102	103	101	96	93	94	90	92
Connecticut	116	116	118	118	118	123	128	129	124	120
Delaware	131	122	116	120	124	115	116	119	112	112
District of Columbia	117	115	110	111	120	136	126	131	132	128
Florida	90	85	84	86	86	89	96	94	91	87
Georgia	72	67	69	69	73	78	74	78	76	76
Hawaii	80	87	85	89	103	103	115	113	107	101
Idaho	79	77	77	76	79	81	74	78	75	75
Illinois	113	117	121	111	110	108	110	113	111	111
Indiana	99	98	103	98	99	96	90	92	85	85
Iowa	100	98	98	99	96	101	113	106	103	102
Kansas	97	93	98	98	101	94	94	93	89	89
Kentucky	63	62	72	68	71	75	79	72	69	67
Louisiana	105	99	93	85	87	94	89	92	91	90
Maine	74	75	77	78	79	82	88	88	84	81
Maryland	102	105	105	104	104	111	114	112	112	115
Massachusetts	108	109	112	116	116	99	95	102	101	107
Michigan	109	111	108	104	104	97	109	119	117	114
Minnesota	110	113	113	112	109	102	105	101	107	111
Mississippi	51	55	55	54	55	57	65	70	68	67
Missouri	93	92	94	93	91	92	93	87	84	85
Montana	112	110	108	105	99	108	105	99	93	91
Nebraska	91	90	88	86	87	77	88	78	74	71
Nevada	114	115	109	106	105	107	98	93	93	94
New Hampshire	93	93	93	94	92	90	91	90	86	86
New Jersey	130	130	128	126	124	133	129	134	132	131
New Mexico	100	97	98	101	99	97	85	85	78	80
New York	149	150	150	162	160	162	162	159	156	153
North Carolina	64	63	72	69	70	73	76	76	76	78
North Dakota	95	98	96	92	90	86	84	82	85	83
Ohio	97	97	95	94	91	92	94	91	88	91
Oklahoma	83	83	79	77	82	75	73	70	65	68
Oregon	118	119	120	119	116	113	114	108	102	97
Pennsylvania	108	109	108	104	105	108	113	112	111	114
Rhode Island	110	110	110	107	109	107	114	111	111	108
South Carolina	62	59	59	61	63	72	77	75	75	73
South Dakota	97	93	90	89	87	85	85	83	79	81
Tennessee	62	63	62	64	68	73	73	72	71	71
Texas	95	89	86	86	88	75	70	78	98	101
Utah	85	86	84	89	86	79	79	76	73	71
Vermont	98	92	97	95	96	94	125	127	125	117
Virginia	72	73	77	78	80	87	90	90	89	89
Washington	112	112	112	111	109	102	101	95	90	90
West Virginia	68	69	70	70	70	79	83	78	75	72
Wisconsin	106	110	113	112	111	111	112	112	108	110
Wyoming	122	120	119	116	110	112	114	104	97	93

SOURCE:

For 1957-58 to 1967-68: U.S. Department of Health, Education, and Welfare. *Statistics of State School Systems.* Washington, D.C.: Government Printing Office.

For 1969-70 to 1972-73: National Education Association, Research Division. *Estimates of School Statistics.* Various years. Washington, D.C.: the Association.

TABLE 30.—CURRENT EXPENDITURES FOR OTHER PROGRAMS OPERATED BY PUBLIC SCHOOL SYSTEMS

School year	Amount (in thousands)	Percent increase over 1962-63	Percent increase over previous period
1	2	3	4
1963-64	$ 427,528	...	...
1965-66	648,304	51.6[a]	51.6[a]
1966-67* ...	930,165	117.6	43.5
1967-68* ...	1,057,979	147.4	13.7
1968-69* ...	1,173,985	174.6	11.0
1969-70* ...	1,030,063	140.9	−12.3
1970-71* ...	1,112,235	160.1	8.0
1971-72* ...	1,722,428	302.9	54.9
1972-73* ...	1,796,885	320.3	4.3

SOURCES:

U.S. Department of Health, Education, and Welfare, Office of Education. *Statistics of State School Systems, 1965-66.* Washington, D.C.: Government Printing Office, 1968. p. 13.

National Education Association, Research. *Estimates of School Statistics.* Research Report 1967-R19, Research Report 1968-R16, Research Report 1969-R15, Research Report 1970-R15, Research Report 1971-R13, and Research Report 1972-R12. Washington, D.C.: the Association, 1967, 1968, 1969, 1970, 1971, and 1973.

*NEA Research estimates.

[a]Percent change for the biennium.

TABLE 31.—CAPITAL OUTLAY EXPENDITURES BY SCHOOL SYSTEMS

School year	Capital outlay expenditures (in thousands)	Percent of change over 1962-63	Percent of change over previous year
1	2	3	4
1962-63	$3,130,697*	...	...
1963-64	2,977,976	−4.9	−4.9
1964-65	3,241,285*	3.5	8.8
1965-66	3,754,862	19.9	15.8
1966-67	3,662,106*	17.0	−2.5
1967-68	4,255,791	35.9	16.2
1968-69	4,461,140*	42.5	4.8
1969-70	4,659,072	48.8	4.4
1970-71	4,333,001*	34.4	−7.0
1971-72	4,547,298*	45.2	4.9
1972-73	4,686,045*	49.7	3.1

SOURCE:

National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 19.

*NEA Research estimates. Other figures are from the U.S. Office of Education.

TABLE 32.—HIGH AND LOW SCHOOL BOND YIELDS, 1963 TO 1973

Year	High	Low
1	2	3
1963	3.31% (11/14)	3.01% (3/21)
1964	3.32 (3/19)	3.12 (12/17)
1965	3.56 (12/9)	3.04 (1/28)
1966	4.24 (8/25)	3.51 (1/20)
1967	4.45 (12/7)	3.40 (1/19)
1968	4.85 (12/26)	4.07 (8/8)
1969	6.90 (12/18)	4.82 (1/23)
1970	7.12 (5/28)	5.33 (12/10)
1971	6.23 (6/24)	4.97 (10/21)
1972	5.54 (4/13)	4.96 (11/22)
1973 to April 9	5.35 (3/22)	5.00 (1/18)

SOURCE:

The Money Manager 2: 15; April 19, 1973.

TABLE 33.—INTEREST ON SCHOOL DEBT

School year	Expenditures for interest (in thousands)	Percent increase over 1962-63	Percent increase over previous year
1	2	3	4
1962-63	$ 626,674*	...	...
1963-64	701,044	11.4	11.9
1964-65	738,525*	17.8	5.3
1965-66	791,580	26.3	7.2
1966-67	905,299*	44.5	14.4
1967-68	977,810	56.0	8.0
1968-69	1,103,727*	76.1	12.9
1969-70	1,170,630	86.8	6.1
1970-71	1,418,775*	126.4	21.2
1971-72	1,501,751*	139.6	5.8
1972-73	1,579,522*	152.0	5.2

SOURCES:

National Education Association, Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 20.

*NEA Research estimates. Other figures are from the U.S. Office of Education.

FOOTNOTES

[1] Figures for public elementary and secondary schools are from: National Education Association Research. *Estimates of School Statistics, 1972-73.* Research Report 1972-R12. Washington, D.C.: the Association, 1973. p. 34-35.

Data for public and private higher education and private elementary and secondary schools are estimates from the U.S. Department of Health, Education, and Welfare, Office of Education.

[2] U.S. Department of Health, Education, and Welfare, Office of Education. *Projections of Educational Statistics to 1980-81.* Washington, D.C.: Government Printing Office, 1972. p. 69.

[3] "Valid Systems Under Serrano vs. Priest," *Compact,* April 1972, p. 41.

REVENUE

PUBLIC-SCHOOL REVENUE from all sources—taxes, grants-in-aid, earnings, tuition—is estimated at $51.9 billion, up 7.2 percent from $48.3 billion in 1971-72. Since 1962-63, revenue receipts have increased 176.3 percent at an annual rate of 10.7 percent for the 10 years (See Table 34).

There had been very little change in the shares of the three levels of government in school support up to 1965-66. That year the federal share more than doubled, rising from 3.8 percent to 7.9 percent in 1965-66 and has averaged 7.7 percent for the past seven years. The state share increased slightly to 41.0 percent, and the local share decreased to 51.2 percent (see Table 35).

TABLE 34.—REVENUES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS (in thousands), 1962-63 TO 1972-73

School year	Total	Federal	State	Local
1	2	3	4	5
1962-63[a]	$18,769,388	$ 681,964	$ 7,379,522	$10,707,902
1963-64	20,544,182	896,956	8,078,014	11,569,213
1964-65[a]	21,962,262	834,202	8,722,937	12,405,123
1965-66	25,356,858	1,996,954	9,920,219	13,439,686
1966-67[a]	27,256,043	2,162,892	10,661,582	14,431,569
1967-68[a]	31,092,400	2,472,464	12,231,954	16,387,982
1968-69[a]	34,756,006	2,570,704	13,866,782	18,318,520
1969-70[a]	38,192,011	2,767,045	15,627,751	19,797,215
1970-71[a]	43,438,439	3,128,831	17,371,452	22,938,156
1971-72[a]	48,359,909	3,876,706	19,420,538	25,062,665
1972-73[a]	51,855,646	4,011,201	21,276,795	26,567,650
Increase, 1962-63 to 1972-73				
Amount	$33,086,258	$3,329,237	$13,897,273	$15,859,748
Percent	176.3%	488.2%	188.3%	148.1%
Annual rate	10.7%	23.9%	11.2%	9.6%

SOURCES:

National Education Association, Research. *Estimates of School Statistics, 1963-64, 1965-66, 1967-68, 1968-69, 1969-70, 1970-71, 1971-72, and 1972-73.* Research Reports 1963-R12, 1965-R17, 1966-R20, 1968-R16, 1969-R15, 1970-R15, 1971-R13, and 1972-R12. Washington, D.C.: the Association, 1963, 1965, 1966, 1968, 1969, 1970, 1971, and 1972.

[a]NEA Estimates. Other figures are from the U.S. Office of Education.

NOTE: Estimates of federal revenue may be lower than those which will be published later by the U.S. Office of Education because of partial omission of money value of food distribution for the school lunch program.

TABLE 35.—PERCENT OF REVENUE RECEIVED FROM FEDERAL, STATE, AND LOCAL SOURCES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 1962-63 TO1972-73

School year	Federal sources	State sources	Local sources
1	2	3	4
1962-63	3.6[a]	39.3[a]	57.1
1963-64	4.4	39.3	56.4
1964-65	3.8[a]	39.7[a]	56.5[a]
1965-66	7.9	39.1	53.0
1966-67	7.9[a]	39.1[a]	53.0[a]
1967-68	8.8	38.5	52.3
1968-69	7.4[a]	40.0[a]	52.6[a]
1969-70	7.2[a]	40.9[a]	51.8[a]
1970-71	7.2[a]	40.0[a]	52.8[a]
1971-72	8.0[a]	40.2[a]	51.8[a]
1972-73	7.7[a]	41.0[a]	51.2[a]

SOURCE:
Table 36.
[a]NEA Research estimates.

New Revenue

In the past 10 years all three levels of government have increased their contribution for public elementary and secondary schools. The federal revenues rose an estimated $3.3 billion; state revenues, $13.9 billion; and local revenues, $15.9 billion.

In the 10 years the federal government has added 10.1 percent of the total new revenue. During the same period, new state revenues accounted for 42.0 percent of the new revenue for schools, and local sources accounted for 47.9 percent of the new revenue. New federal revenue, $134.5 million, was 3.8 percent of last year's new revenue. New state revenue, $1.9 billion, and new local revenue, $1.5 billion, were 53.1 and 43.1 percent, respectively, of new revenue. (See Table 36.)

Local property tax revenue continues to carry the burden for new school revenue.

State Taxes in 1972

During 1972, legislatures in 15 states enacted tax increases designed to produce over $875 million annually. There were no major new taxes levied in any state. This is in sharp contrast to 1971 when 32 states enacted new and increased taxes that produced over $5 billion.

TABLE 36.—NEW STATE-LOCAL REVENUE, 1962-63 TO 1972-73

School year	Annual increase (in thousands)		Ratio of new state revenue to new local revenue
	New state revenue	New local revenue	
1	2	3	4
1962-63 to 1963-64 . .	$ 698,492	$ 861,311	81.1
1963-64 to 1964-65 . .	644,923	835,910	77.2
1964-65 to 1965-66 . .	1,197,282	1,034,563	157.3
1965-66 to 1966-67 . .	741,363	991,883	74.7
1966-67 to 1967-68 . .	1,570,372	1,956,413	80.3
1967-68 to 1968-69 . .	1,634,828	1,930,538	84.7
1968-69 to 1969-70 . .	1,760,969	1,478,695	119.1
1969-70 to 1970-71 . .	1,743,701	3,140,941	55.5
1970-71 to 1971-72 . .	2,049,086	2,124,509	96.4
1971-72 to 1972-73 . .	1,856,257	1,504,985	123.3

SOURCE:
Derived from Table 34.

Personal income tax rates were increased in New York and Virginia, and corporate rates were raised in California, Idaho, Nebraska, New Jersey, and Virginia. California and Connecticut increased their general sales tax rates.

Excise taxes were increased most frequently. Four states raised taxes on tobacco, and 10 states increased taxes on liquor and gasoline. Many tax issues were decided by the voters. Ohio voters defeated a proposal to repeal the state income tax. In Massachusetts and Michigan provisions to allow a graduated income tax were defeated. Income tax rate increases were defeated in California and Colorado.

Louisiana voters approved the repeal of the state tax on property. Lotteries were approved in Iowa, Maryland, and Washington but defeated in Colorado. Voters in three states—Colorado, Michigan, and Oregon—defeated proposals to eliminate the property tax for financing schools. Property tax limits were also defeated in California and Colorado, but approved in Washington. In Georgia, Missouri, and Texas, property tax relief was granted to the elderly.

State tax collections increased 16.1 percent from $51.5 billion in 1971 to $59.8 billion in fiscal 1972.[1] General sales and gross receipts taxes were up 13.9 percent to $17.6 billion; individual income taxes up 28.0 percent to $13.0 billion; gasoline taxes up 8.9 percent to $7.2 billion; tobacco taxes up 11.6 percent to $2.8 billion; alcoholic beverage taxes up 9.3 percent to $1.7 billion; and corporate income taxes up 28.6 percent to $4.4 billion.

Tax Action in 1973

According to a Tax Foundation survey, legislatures in 30 states will consider tax changes in 1973. In 16 states measures designed to produce an additional $2 billion will be acted upon. In 14 other states, tax reductions totaling $1.7 billion have been proposed. For the most part these reductions are intended to provide property tax relief.

Two states—South Dakota and Washington—will consider adoption of major new tax measures. The governors of these states have proposed both personal and corporate income taxes.

Tax increases to be considered include those on excises in 12 states, general sales in 5 states, corporate income in 5 states, and personal income in 4 states. Tax rate reductions have been proposed as follows: personal income tax in 4 states, corporate income tax in 3 states, general sales taxes in 3 states, and excise taxes in 1 state.

Major tax changes have been proposed in three states. In California the governor proposed a permanent reduction in personal income taxes and a constitutional limit on increases in the future. Property tax reductions of 40 percent were proposed in Indiana. To finance this tax relief the governor recommends doubling both the general sales tax and the corporation income tax. In Oregon the voters defeated a school finance program that would have granted property tax relief to homeowners and renters. The plan was to be financed through a state-wide tax on income-producing property and increased personal and corporate income taxes.

Property Tax Relief

Property tax relief, especially for the elderly and low-income individuals, continues to be a major concern among governors and state legislatures. At the close of 1972 there were 39 states with some form of property tax relief in effect. See Table 37. The most common relief granted was the homestead exemption. In 18 states the homestead exemption reduced property assessments for local tax purposes. Nine states provided for reduced tax bills based upon individual income and sometimes a property valuation formula. In six states the state government refunded a portion of local tax payments to elderly individuals. State income tax credits for local property taxes were allowed in five states. Three plans—exemption from local taxes, deferred payment of taxes, and the freezing of taxes at current levels—are each utilized in two states.

Generally, states provide relief for low-income homeowners aged 65. Only eight states provide similar relief for renters. Oregon and South Dakota have enacted plans for general property tax relief. The Oregon plan applies to all homeowners, and the South Dakota plan to all school taxpayers.

TABLE 37.–PROPERTY TAX RELIEF FOR ELDERLY AND LOW-INCOME HOUSEHOLDS, 1973

State	Eligibility	Income restrictions	Type of relief
1	2	3	4
Alabama	Homeowners age 65	None	Homestead exemption
Alaska	Homeowners age 65	$10,000	Exempt from tax
California	Homeowners age 62	$10,000	State rebate
Colorado	Homeowners age 65 Renters age 65	$2,400 if single $3,700 if married Net worth less than $20,000	Income tax credit
Connecituct[a]	Homeowners age 65 Survivors age 60	$3,000 if single $5,000 if married	Tax freeze
	Homeowners age 65	None	Homestead exemption
Delaware	Homeowners age 65	$3,000	Homestead exemption
Florida	Homeowners age 65	None	Homestead exemption for school taxes only
Georgia	Homeowners age 65	$4,000	Homestead exemption
Hawaii	Homeowners age 60	None	Homestead exemption
Idaho	Homeowners age 65	$4,800 Property value less than $15,000	Tax reduction
Illinois[a]	Homeowners age 65 Renters age 65 Disabled persons	$10,000	State rebate
	Homeowners age 65	None	Homestead exemption
Indiana	Homeowners age 65	$6,000 Property value less than $6,500	Homestead exemption
Iowa	Homeowners age 65 Renters age 65 Disabled persons	$4,000	Tax reduction
Kansas	Homeowners age 65 Disabled persons	$3,700	Income tax credit
Kentucky	Homeowners age 65	None	Homestead exemption
Maine	Homeowners and renters: Male age 65 Female age 62	$4,000 Net worth less than $30,000	State rebate
Maryland	Homeowners age 65	$5,000	Tax reduction
Massachusetts	Homeowners age 70	$6,000 if single $7,000 if married Estate value less than $40,000 if single, $45,000 if married	Homestead exemption
Minnesota	Homeowners age 65 Renters age 65	$5,000	Income tax credit
Missouri	(Voters approved constitutional change authorizing tax relief 11/7/72)		
Nebraska	Homeowners age 65	$2,800 if single $3,550 if married	Tax reduction
New Hampshire	Homeowners age 70	$4,000 if single $5,000 if married Net assets under $25,000	Homestead exemption

TABLE 37.–PROPERTY TAX RELIEF FOR ELDERLY AND LOW-INCOME HOUSEHOLDS, 1973 (Continued)

State	Eligibility	Income restrictions	Type of relief
1	2	3	4
New Jersey	Homeowners age 65	$5,000	Tax reduction
New York	Homeowners age 65	None	Homestead exemption (local option)
North Carolina	Homeowners age 65	$3,500	Homestead exemption
North Dakota	Homeowners age 65	$3,000	Homestead exemption
Ohio	Homeowners age 65	$8,000	Homestead exemption
Oregon	All homeowners	None	Tax reduction
Pennsylvania	Homeowners age 65 Widows age 50 Disabled persons	$7,500	State rebate
Rhode Island	Homeowners age 65	$4,000	Tax freeze (local option)
South Carolina	Homeowners age 65	None	Homestead exemption
South Dakota[a]	School taxpayers	None	Tax reduction
	Homeowners age 65	$2,400 if single $4,000 if married	Homestead exemption
Tennessee	Homeowners age 65	$4,800	State rebate
Utah	Homeowners age 65	$3,500 if single $4,000 if married Residence value less than $20,000 if single, $30,000 if married	Tax rebate or deferred tax (county option)
Vermont	Homeowners age 65 Renters age 65	None	Income tax credit
Virginia	Homeowners age 65	$7,500 Net worth less than $20,000 excluding residence	Deferred tax or exempt from tax (local option)
Washington	Homeowners age 62 Disabled persons	$6,000	Tax reduction
West Virginia	Homeowners age 65 Renters age 65	$5,000	State rebate
Wisconsin	Homeowners age 62 Renters age 62 Disabled persons	$3,700	Income tax credit
Wyoming	Homeowners age 65 Disabled persons	$2,000 if single $2,500 if married	Homestead exemption

SOURCE:
Commerce Clearing House, *State Tax Guide*, New York.
[a]State has two tax relief laws.
NOTE: Following completion of this table, Arkansas enacted a property tax relief law that provides for a system of state income tax credits.

TABLE 38.—AVERAGE EFFECTIVE PROPERTY TAX RATES FOR SINGLE-FAMILY HOMES WITH FHA INSURED MORTGAGES, 1958-1971[a]

State and region	1971	1966	1962	1958
1	2	3	4	5
UNITED STATES	1.98	1.70	1.53	1.34
NEW ENGLAND				
Maine	2.43	2.17	1.81	1.58
New Hampshire	3.14	2.38	2.03	1.81
Vermont	2.53	2.27	2.10	1.63
Massachusetts	3.13	2.76	2.47	2.21
Rhode Island	2.21	1.96	1.93	1.67
Connecticut	2.38	2.01	1.75	1.44
MIDEAST				
New York	2.72	2.40	2.23	2.09
New Jersey	3.01	2.57	2.22	1.77
Pennsylvania	2.16	1.88	1.75	1.50
Delaware	1.26	1.14	.91	.71
Maryland	2.24	2.05	1.74	1.47
District of Columbia ..	1.80	1.37	1.18	1.08
GREAT LAKES				
Michigan	2.02	1.81	1.76	1.45
Ohio	1.47	1.44	1.24	1.07
Indiana	1.96	1.64	.96	.84
Illinois	2.15	1.96	1.79	1.35
Wisconsin	3.01	2.31	2.24	1.82
PLAINS				
Minnesota	2.05	2.14	1.79	1.57
Iowa	2.63	2.12	1.66	1.34
Missouri	1.79	1.64	1.36	1.12
North Dakota	2.08	1.81	1.70	1.54
South Dakota	2.71	2.64	2.31	2.01
Nebraska	3.15	2.67	1.84	1.90
Kansas	2.17	1.96	1.92	1.65
SOUTHEAST				
Virginia	1.32	1.13	1.03	.90
West Virginia	.69	.71	.79	.56
Kentucky	1.27	1.03	.94	.93
Tennessee	1.53	1.37	1.18	.97
North Carolina	1.58	1.31	1.17	.90
South Carolina	.94	.60	.53	.48
Georgia	1.44	1.30	.94	.84
Florida	1.41	1.09	.66	.76
Alabama	.85	.66	.52	.56
Mississippi	.96	.93	.76	.66
Louisiana	.56	.43	.49	.52
Arkansas	1.14	1.09	1.09	.84
SOUTHWEST				
Oklahoma	1.35	1.11	.86	.86
Texas	1.91	1.62	1.44	1.36
New Mexico	1.70	1.30	.98	.93
Arizona	1.65	2.41	2.27	2.14
ROCKY MOUNTAIN				
Montana	2.19	1.70	1.58	1.32
Idaho	1.72	1.23	1.13	1.14
Wyoming	1.38	1.34	1.27	1.17
Colorado	2.45	2.20	1.85	1.72
Utah	1.49	1.52	1.31	1.05
FAR WEST				
Washington	1.62	1.14	1.12	.92
Oregon	2.33	1.98	1.83	1.55
Nevada	1.48	1.47	1.31	1.06
California	2.48	2.03	1.71	1.50
Alaska	1.61	1.42	1.24	1.12
Hawaii	.92	.81	.77	.62

SOURCE: Advisory Commission on Intergovernmental Relations. *Financing Schools and Property Tax Relief—A State Responsibility.* Report A-40. Washington, D.C.: the Commission, January 1973. p. 22.

[a]Effective tax rate is the percentage that tax liability is of the market or true value of the house.

For 1973, governors in 28 states have proposed new or expanded tax relief measures. In 17 states the proposals are for the general type of tax relief. Surpluses in many states, and the receipt of general revenue sharing funds are often cited as the reason for ability to make these proposals at this time. In addition, President Nixon has proposed a property tax credit plan for taxpayers aged 65 with an income of less than $25,000. The maximum credit allowed under the plan would be $500.

Table 38 shows the effective property tax rates for single-family homes with FHA insured mortgages. The effective property tax rate is the percentage that the tax liability is of the true market value of the house. For 1971, 23 states had effective rates over 2 percent, and five states exceeded 3 percent. In 1962, only eight states had rates over 2 percent and there was none over 3 percent. Average rates were the highest in the Mideast and New England, and lowest in the Southeast and Southwest.

Bond Elections for Public Schools

During fiscal year 1971-72, voters approved bond issues valued at $1.4 billion in support of elementary and secondary schools and defeated $1.7 billion. For the cases reported, 47.0 percent of the amount and 44.0 percent of the number of issues offered were approved. This record continues a low rate of voter approval for school bond issues. The high point for the decade was reached in 1964-65 when 74.7 percent of the issues and 79.4 percent of the amount offered were approved. See Table 39.

States differ in requirements for bond issue approval. Three states—Alabama, Hawaii, and Indiana—do not require referendum votes. In 15 states some school districts require voter approval and some do not. A majority vote is sufficient in 19 states, and a super-majority (more than 50 percent plus one) is needed in the following 13 states: Idaho, Iowa, Kentucky, Massachusetts, Mississippi,

TABLE 39.—BOND ELECTIONS FOR PUBLIC SCHOOLS, 1962-63 TO 1971-72

Fiscal year	Proposed		Approved			
	Number	Dollar value in millions	Number	Percent	Dollar value in millions	Percent
1	2	3	4	5	6	7
1962-63	2,048	$2,659	1,482	72.4	$1,851	69.6
1963-64	2,071	2,672	1,501	72.5	1,900	71.1
1964-65	2,041	3,129	1,525	74.7	2,485	79.4
1965-66	1,745	3,560	1,265	72.5	2,652	74.5
1966-67	1,625	3,036	1,082	66.6	2,119	69.2
1967-68	1,750	3,740	1,183	67.6	2,338	62.5
1968-69	1,341	3,913	762	56.8	1,707	43.6
1969-70	1,216	3,285	647	53.2	1,627	49.5
1970-71	1,086	3,337	507	46.7	1,381	41.4
1971-72	1,153	3,102	542	47.0	1,365	44.0

SOURCE:
U.S. Department of Health, Education, and Welfare, Office of Education. *Bond Sales for Public School Purposes, 1971-72.* Washington, D.C.: Government Printing Office, 1973. p. 2-3.

Missouri, Nebraska, New Hampshire, New York, Oklahoma, South Dakota, Washington, and West Virginia.

Effort To Support Public Elementary and Secondary Schools

Since 1965-66, the effort to support schools (as measured by state and local revenues as a percent of state personal income) has increased from an average of 4.4 percent to 5.1 percent in 1972-73. Table 40 is a general indication of the impact of revenue for schools on state personal income.

Review of Court Decisions

Never before in the history of the judiciary have so many issues in education been litigated in federal and state courts. The major issues in the courts since June 1972, are related to (a) state school finance (state role in achieving tax assessment equality); (b) school desegregation, including busing and extension of core city school districts to include predominantly white suburbs; (c) aid to private schools, including tax credits for tuition; and (d) extending educational opportunity to all exceptional children.

State school finance—School districts in each of the 50 states, with the exception of Hawaii, rely primarily upon real property taxes within the district as the local source of revenue for operating public elementary and secondary schools. Recent judicial rulings challenging the constitutionality of the manner in which states are financing public education have caused many state legislatures to search for alternative methods of raising and distributing educational revenue. The impetus for this concern was the decision of the Supreme Court of California in August 1971, in the now famous *Serrano v. Priest* case which held that the quality of a child's education in the public schools of a state may not be a function of wealth other than the wealth of the state as a whole. Variations in local property taxes cause disparities in the amount of revenues available to finance public schools. The court also held that the California system of financing the public schools based primarily on local property taxes violates the Equal Protection Clause of the Fourteenth Amendment to the Constitution of the United States.[2] The case was remanded to the trial court where plaintiffs must prove their evidence on school spending disparities. The decision of the trial court is expected by mid-1973.

On March 21, 1973, the Supreme Court of the United States reversed a similar decision involving the school finance system of the state of Texas (*San Antonio Independent School District et al. v. Rodriguez et al.*). By a 5 - 4 vote, the Court held that the disparities in the financing of public schools are not unconstitutional. It concluded that "the Texas system does not violate the Equal Protection Clause of the Fourteenth Amendment. Though concededly imperfect, the system bears a rational relationship to a legitimate state purpose."[3] This decision also determined that the right to an education is not guaranteed explicitly or implicitly by the Constitution of the United States. The problem of disparities in the property tax structure was returned to the states for solution.

The Supreme Court's disposition of the Rodriguez case squashed 27 pending federal suits, but did not affect the 25 now in state courts. Courts in seven states other than Texas have ruled against methods of funding public education.

TABLE 40.–STATE AND LOCAL REVENUES FOR SCHOOLS AS A PERCENT OF TOTAL INCOME

State	1965-66		1967-68		1968-69		1969-70		1970-71		1971-72		1972-73	
	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	4.4		4.6		4.7		4.8		5.0		5.2		5.1	
Alabama	3.7	43	3.9	43	3.7	50	4.0	48	3.8	50	3.7	50	3.5	50
Alaska	4.4	25	4.8	20	5.2	12	5.0	23	7.7	1	7.7	1	7.3	2
Arizona	4.9	13	6.5	1	5.9	4	5.8	6	5.8	10	5.8	10	5.8	7
Arkansas	4.1	34	4.3	34	4.2	38	4.1	45	3.9	48	4.0	47	3.9	48
California	5.1	9	4.7	23	5.1	14	4.3	36	4.5	37	5.5	16	5.3	19
Colorado	5.1	9	5.1	12	5.1	14	5.3	15	5.6	16	5.5	16	5.5	12
Connecticut	3.6	46	4.5	30	4.3	34	5.3	15	5.7	14	5.5	16	5.5	12
Delaware	5.7	4	4.9	17	5.3	9	5.7	8	6.0	7	5.9	7	5.9	6
Florida	4.4	25	4.5	30	4.8	26	4.6	34	4.5	37	4.3	42	4.2	42
Georgia	4.1	34	4.2	38	4.3	34	4.1	45	3.9	48	3.9	48	4.0	46
Hawaii	4.7	17	4.9	17	5.0	20	5.6	10	5.5	17	5.4	22	5.4	14
Idaho	4.8	16	5.2	10	5.1	14	4.7	29	5.2	25	5.1	28	4.9	31
Illinois	3.7	43	3.9	43	4.2	38	4.7	29	5.3	24	4.8	32	4.9	31
Indiana	4.7	17	5.1	12	5.0	20	4.3	36	5.7	14	5.5	16	5.1	24
Iowa	4.5	22	4.7	23	5.3	9	5.4	12	6.1	5	5.9	7	5.8	7
Kansas	4.5	22	4.9	17	5.1	14	5.3	15	5.1	27	4.8	32	4.5	40
Kentucky	3.5	47	3.9	43	4.1	40	4.3	36	4.3	46	4.1	45	4.0	46
Louisiana	4.9	13	5.5	7	5.1	14	5.0	23	5.5	17	5.5	16	5.1	24
Maine	3.9	38	4.6	27	4.6	29	5.4	12	5.4	20	5.5	16	5.4	14
Maryland	4.3	30	4.8	20	5.2	12	5.2	20	5.4	20	6.1	5	6.3	4
Massachusetts	3.2	49	3.9	43	4.0	43	4.1	45	4.6	34	4.1	45	4.7	34
Michigan	3.9	38	5.1	12	4.9	24	4.7	29	5.9	8	5.8	10	5.3	19
Minnesota	5.3	5	5.3	9	5.7	6	5.8	6	6.3	3	7.0	3	7.4	1
Mississippi	4.6	21	4.2	38	4.9	24	4.7	29	4.5	37	4.4	40	4.2	42
Missouri	4.2	33	3.9	43	4.0	43	4.3	36	4.3	43	4.8	32	4.7	34
Montana	5.3	7	5.9	5	5.8	5	6.0	3	5.9	8	5.7	14	5.3	19
Nebraska	3.9	38	3.3	49	4.0	43	4.2	42	4.0	47	3.8	49	3.6	49
Nevada	4.3	30	5.0	16	4.8	26	4.7	29	4.6	34	5.0	29	5.0	28
New Hampshire	3.7	43	3.9	43	4.0	43	4.3	36	4.6	34	4.8	32	5.0	28
New Jersey	3.9	38	4.3	34	4.4	33	4.9	25	5.1	27	5.3	25	5.4	14
New Mexico	5.8	3	6.1	3	6.4	1	5.9	4	5.8	10	5.7	14	5.4	14
New York	4.9	13	5.1	12	5.4	8	5.3	15	5.5	17	5.8	10	5.7	9
North Carolina	4.4	25	4.2	38	4.3	34	4.4	35	4.5	37	4.8	32	4.6	39
North Dakota	4.7	17	5.5	7	5.3	9	5.4	12	5.8	10	5.2	27	5.1	24
Ohio	4.0	36	4.2	38	4.0	43	4.3	36	4.4	41	4.6	39	4.7	34
Oklahoma	4.4	25	4.4	33	4.1	40	3.8	50	4.4	41	4.3	42	4.2	42
Oregon	5.4	5	5.7	6	6.1	2	5.9	4	4.8	32	5.8	10	5.3	19
Pennsylvania	4.0	36	5.3	34	4.6	29	4.9	25	5.1	27	5.3	25	5.4	14
Rhode Island	3.2	49	3.2	50	3.8	49	4.0	48	4.3	43	4.4	40	4.3	41
South Carolina	4.7	17	4.8	20	4.6	29	5.1	22	4.9	31	5.0	29	4.7	34
South Dakota	5.0	11	4.6	27	4.3	34	4.9	25	5.4	20	5.4	22	5.1	24
Tennessee	3.5	47	4.1	42	4.1	40	4.2	42	4.3	43	4.3	42	4.2	42
Texas	4.5	22	4.3	34	4.0	43	4.2	42	5.2	25	4.8	32	4.8	33
Utah	5.9	1	6.1	3	6.1	2	6.3	2	6.1	5	6.0	6	5.7	9
Vermont	5.0	11	6.2	2	5.7	6	6.5	1	7.4	2	7.7	1	7.2	3
Virginia	3.8	42	4.5	30	4.6	29	4.8	28	5.0	30	4.9	31	5.2	23
Washington	5.3	7	4.7	23	4.7	28	5.3	15	5.4	20	5.4	22	5.7	9
West Virginia	4.4	25	4.6	27	5.1	14	5.2	20	4.7	33	4.8	32	4.7	34
Wisconsin	4.3	30	4.7	23	5.0	20	5.7	8	5.8	10	5.9	7	6.0	5
Wyoming	5.9	1	5.2	10	5.0	20	5.6	10	6.3	3	6.2	4	5.0	28

SOURCES:

Personal income data from the U.S. Department of Commerce, Office of Business Economics. State and local revenue receipts are from the U.S. Office of Education for 1965-66 and from NEA Research for subsequent years. Personal income is on a calendar-year basis, and school revenue is on the basis of the school year beginning in the calendar year.

NOTE: When the figures for two or more states are identical, the states are given the same rank and the appropriate number is then picked up with the next state in rank.

These states are Arizona, California, Kansas, Michigan, Minnesota, New Jersey, and Wyoming.

Most state constitutions have equal protection clauses, unlike the Constitution of the United States, and education is frequently cited as a protected right. The Michigan and New Jersey cases were argued on the basis that the funding system violated those state constitutional provisions which require the legislature to maintain a "thorough and efficient system of free public schools". In April 1973, the New Jersey Supreme Court held that the state's use of property taxes as the basis for school revenue short changes low-income districts and is unconstitutional. [*Robinson v. Cahill*]

School desegregation—During the 1972-73 Term, the Supreme Court of the United States granted review of two cases dealing with the constitutionality of segregated schools resulting from non-official factors *(de facto)*, such as residential patterns.

On May 21, 1973, the Supreme Court deadlocked with a 4 - 4 vote, thereby affirming the June 1972 ruling of the U. S. Circuit Court of Appeals of the Fourth District that barred a merger of the predominantly black Richmond city school system with the predominantly white suburban systems of Henrico and Chesterfield Counties. The court issues no opinion in deadlocked decisions; therefore, the brief simply stated: "The judgment is affirmed by an equally divided court. Mr. Justice Powell took no part in the consideration or decision of these cases."[5] The tie vote, however, confines the decision to the five-state area of the circuit court's jurisdiction, Virginia, West Virginia, Maryland, North Carolina, and South Carolina. This decision also left unresolved the constitutionality of school district merger—crossing the lines of a state's political subdivisions—to achieve school integration.

The other important school desegregation case awaiting decision is from Denver, Colorado, where a federal district judge directed school officials to eliminate nonwhite majorities in certain city schools. The *Keyes v. Denver School District No. 1* case was argued before the Supreme Court in October 1972. The decision in this case will determine the guidelines for school cases in northern districts.

On December 8, 1972, a three-judge panel of the Sixth U. S. Circuit Court of Appeals ruled in favor of consolidation of suburban schools with schools in the Detroit center city. This ruling was set aside in January 1973, and reargued before the full nine-judge court of appeals in February. A decision is now pending.

Some other metropolitan areas in which court decisions are pending are Wilmington, Delaware; Buffalo, New York; Boston, Massachusetts; Hartford, Connecticut; Durham, North Carolina, Atlanta, Georgia; Grand Rapids, Michigan; Dayton, Ohio; Louisville, Kentucky; and Indianapolis, Indiana.

Aid to private schools—The impact of the Establishment Clause on state aid to parochial schools, or to the parents of children attending them is being reviewed by the Supreme Court of the United States. Upon reconvening Monday, May 7, 1973, the Court, having concluded the hearing of oral arguments for the 1972-73 Term, is expected to hand down opinions on two such issues: (a) whether New York, consistent with the Establishment Clause, may give a tax credit to parents whose children attend church-controlled or church-operated elementary schools, reimburse needy parents for tuition paid to send children to such schools, and grant such schools funds for maintenance, repair, and their physical operation;[6] and (b) whether the Establishment Clause is violated by Pennsylvania's provision (Pennsylvania Parent Reimbursement Act) for state reimbursement for sums that parents pay as tuition to schools that provide religious education.[7]

The outcome of these rulings may determine the fate of some 35 other cases now pending in lower courts, and may also be the deciding factor in the direction of the Administration's promised aid to private schools.

In addition, the Court has heard arguments on whether the Establishment Clause invalidates South Carolina's Educational Facilities Authority Act, which empowers the state to provide construction grants through the issuance of revenue bonds to institutions of higher learning, regardless of their religious affiliation, for buildings and facilities to be used exclusively for secular educational purposes and containing a nonreligious use restriction on the project for so long as the institution owns the project.[8]

Argument has also been heard on (a) the validity (Fourteenth Amendment's Equal Protection Clause) of the 1942 Mississippi statute under which the state furnishes free textbooks to students attending racially segregated recently established private schools and also to all students of the state's public, private, and parochial schools;[9] and (b) the validity (Establishment Clause) of the New York statute that grants a per-pupil monetary allotment to nonpublic schools to compensate them for certain attendance and testing services required by state law.[10]

Special education—In the *Lau vs. Nichols* case, the 9th United States Circuit Court of Appeals in San Francisco ruled that a school board does not deny a child equal educational opportunity if it

does not give him special aid to correct handicaps brought from his home background, e.g., an inability to speak English. The court held that San Francisco's compensatory education program for Chinese-speaking students is constitutional, but rejected parents' contention that failure of the program to cover more than one-third of the Chinese-speaking students violates the Fourteenth Amendment. The court pointed out that the *Brown v. Board of Education* (1954) decision required remedial action where the evil was state imposed as in the case of *de jure* segregation, but said no *de jure* segregation was demonstrated. This case may well have implications for many students with bilingual problems, particularly Spanish surnamed students in the Southwest. The case is appealed to the U.S. Supreme Court.

On August 1, 1972, a judge in the United States District Court for the District of Columbia ruled that handicapped, emotionally disturbed, and retarded children have a constitutional right to public education guaranteed by the Due Process Clause of the Fifth Amendment. The judge ruled that "the school system shall not suspend a child from the public schools for disciplinary reasons for any period in excess of two days without affording him a hearing. . .and without providing for his education during the period of any such suspension." The District of Columbia school system was ordered to offer all such exceptional children already known to the system educational facilities within 30 days, and develop a written, comprehensive plan for providing these facilities and identifying those children who need them within 45 days[11]

FOOTNOTES

[1] Fiscal year data are for the state fiscal years ended June 30, 1972, except for three states with other closing dates (Alabama, September 30; New York, March 31; Texas, August 31).

[2] *Serrano v. Priest*, 5 Cal. 3d 584, 96 Cal. Rptr. 601, 487 p. 2d 1241, 1971

[3] *San Antonio Independent School District et al. v. Rodriguez et al.*, 377 F.Supp. 280 (W. D. Texas 1971), reversed. U.S. Supreme Court, No. 71-1332, March 21, 1973.

[4] *Keyes v. Denever School District No. 1*, No. 71-507, CA 10 (445 F2d 990); argued October 12, 1972, (41 LW 3201.)

[5] *Richmond School Board v. Virginia State Board of Education; Bradley v. Virginia State Board of Education*, Nos. 72-549 and 72-550, CA 4 (462 F2d 1058, 40 LW 2813), May 21, 1973.

[6] *Committee for Public Education and Religious Liberty v. Nyquist; Anderson v. Committee for Public Education and Religious Liberty; Nyquist v. Committee for Public Education and Religious Liberty;* and *Cherry v. Committee for Public Education and Religious Liberty.* December 26, 1972, cert., USDC SNY (41 LW 2182). Argued April 16, 1973, 41 LW 3567.

[7] *Sloan v. Lemon; Crouter v. Lemon.* Nos. 72-459 and 72-620, USDC EPa (346 F. Supp. 1356, 40 LW 2684.) Argued April 16, 1973, 41 LW 3567.

[8] *Hunt v. McNair*, No. 71-1523, May 22, 1972, appeal, SC Sup.Ct. (187 SE 2d 645, 40 LW 2596). Argued February 21, 1973, 41 LW 3460.

[9] *Norwood v. Harrison.* July 14, 1972, appeal USDC NMiss (340 F.Supp. 1003, 40 LW 2741). Argued February 20-21, 1973, 41 LW 3460.

[10] *Levitt v. Committee for Public Education and Religious Liberty; Anderson v. same; Cathedral Academy v. same.* Nos. 72-269, 72-270, and 72-271. August 18, 1972, appeal, USDC SNY (40 LW 2756). Argued March 19, 1973, 41 LW 3514.

[11] *Mills v. Board of Education of the District of Columbia.* 348 F.Supp. 866 (U.S. District Court, August 1, 1972).